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ABSTRACT

This guide is designed for Singhalese language training of Peace Corps workers in Sri Lanka, and reflects daily communication needs in that context. It consists of: a list of selected language topics and related language competencies; lesson plans for each topic; culture notes for each topic; and a series of reproducible masters for handouts on a variety of grammar issues. Each lesson plan includes a list of targeted language competencies and for each competency, brief dialogue(s), vocabulary list, classroom procedures, a form for teacher notes, and grammar notes. Lesson topics include: personal identification; communication with a host family; classroom orientation; social life and social behavior; food; health; clothing; shopping; giving and getting directions; transportation; communication services; and discussing work. Illustrations and visual aids are included throughout the materials. (MSE)

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SINHALA LANGUAGE TRAINER'S MANUAL

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Sinhala Language Trainer's Manual

A set of lesson plans on selected grammar
incorporated competencies for
Peace Corps Sri Lanka Pre-Service Training



Program & Training Unit
Peace Corps Sri Lanka

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PREFACE

In the past, Language Trainers, including the Language Coordinator, had to allocate most of their time on lesson planning during the Pre-Service Training. A minimum of 4-5 hours of a PST day is allocated for language teaching during the first 6 weeks. In addition to the daily lesson planning and classroom teaching, language trainers must attend to other activities of the PST such as participating in cross-cultural or technical sessions if needed, visit home-stays of PCTs when needed, attend daily staff meetings etc. All these tasks are time-consuming and unavoidable. A completed set of quality lesson plans was a much needed requirement for PST language programs.

This Sinhala Language Trainer's Manual is the fulfillment of that need. It is composed to equip the Pre-Service Training Language Trainers with a collection of identified survival and technical language competencies including activities, visual-aids and grammar notes as far as possible.

The manual consists of:

- I. List of selected language topic and competencies
- II. Guided dialogue under each competency
- III. Lesson focus: Teaching Points
- IV. Lesson plan for each Teaching Point
- V. Grammar notes relating for the lesson
- VI. Sample of Visual-aids needed to the lesson
- VII. Culture Note under each topic
- VIII. Collection of grammar handouts relating to the curriculum

However, modifications to the lesson plans have to be made time to time in order to suit the students acquisition of the language: such as learning styles, age etc. We earnestly hope this manual would enable the Peace Corps Language Trainers to gain better understanding and knowledge of Peace Corps Language Program and in turn contribute to make the PST language Program a success.

We welcome your suggestions and comments to make necessary improvements to this manual.

Sumithra Mapatuna
Language/Cultural Training Coordinator
Peace Corps Sri Lanka
June 1995

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Sumithra Mapatuna
Language/Cultural Training Coordinator

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Section 1

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- Grammar guide	5-6



A LIST OF SELECTED LANGUAGE COMPETENCIES FOR PRE-SERVICE TRAINING LANGUAGE PROGRAM

Survival Competencies:

A	<p>TOPIC I: Personal Identification</p> <p>Competencies: (1) To greet and be greeted (2) To greet and say good-bye (3) To introduce self (4) To ask and answer questions about one's background (5) To describe a place or a person</p>
B	<p>TOPIC II: Host Family</p> <p>Competencies: (1) To make introductions (2) To identify family relationships (3) To describe and answer questions about one's family</p>
C	<p>TOPIC III: Classroom Orientation</p> <p>Competencies: (1) To respond to commands (2) To respond to questions (3) To tell time (4) To tell date & day (5) To identify daily routines</p>
D	<p>TOPIC IV: Social Life</p> <p>Competencies: (1) To make polite request (2) To make and respond to invitations (3) To give and receive compliments (4) To respond to personal remarks</p>
E	<p>TOPIC V: Food</p> <p>Competencies: (1) To describe food needs (2) To ask about typical host country foods (3) To express food preferences (4) To refuse additional food when offered</p>
F	<p>TOPIC VI: Health</p> <p>Competencies: (1) To describe one's physical condition (2) To describe one's emotional state</p>

G	TOPIC VII: Clothing Competencies: (1) To select clothing (2) To have an item of clothing made
H	TOPIC VIII: Shopping Competencies: (1) To ask for availability (2) To bargain
I	TOPIC IX: Directions Competencies: (1) To ask for and give location of buildings (2) To ask for and give directions
J	TOPIC X: Transportation Competencies: (1) To ask for information about bus-stops and schedules (2) To purchase bus/train tickets (3) To engage 3-wheeler and settle for a reasonable fare
K	TOPIC XI: Communication Competencies: (1) To find out business hours in the Post Office (2) To make a telephone call

Technical Competencies:

L	TOPIC XII: Housing Competencies: (1) To locate appropriate housing (2) To get information about rent and utilities
M	TOPIC XIII: Employment Competencies: (1) To describe his/her Peace Corps assignment

VOCABULARY GUIDE

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Topic	Page
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Grammar GUIDE

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(requesting).....	7
- S(Dative) + V(infinitive) + පුළුවන (Can/Can't).....	11
- V(past) + ට + කළේ නෑ.....	18
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Topic	Page
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Section 2

Lesson Plans

Topic	Page
Personal Identification	A
Host Family	B
Classroom Orientation	C
Social Life	D
Food	E
Health	F
Clothing	G
Shopping	H
Directions	I
Transportation	J
Communication	K
Employment	L



A

Topic I: Personal Identification

Competencies

Page

- | | | |
|-----|---|-------|
| (1) | To greet and be greeted: | |
| | Dialogue I | 01-04 |
| | Dialogue II | 05-09 |
| (2) | To greet and say good-bye: | |
| | Dialogue I | 10-19 |
| | Dialogue II | 20-26 |
| (3) | To introduce self: | |
| | Dialogue I | 27-34 |
| (4) | To ask and answer questions about one's background: | |
| | Dialogue I | 35-40 |
| | Dialogue II | 41-45 |
| | Dialogue III | 46-55 |
| | Dialogue IV | 56-61 |
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| | Dialogue I | 62-70 |

Personal Identification

Competency : To greet and be greeted

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan	Functions
පුඬුර් : ආයුබෝවන්! (May you live long!)	- greeting people
පිළි : ආයුබෝවන්! (May you live long!)	- being greeted
පුඬුර් : කොහොමද? (How are you?)	- socializing
පිළි : හොඳයි. (Good)	- socializing
Vocabulary හොඳයි වරදක් නෑ බහේ ඉක්කවා	

LESSON PLAN

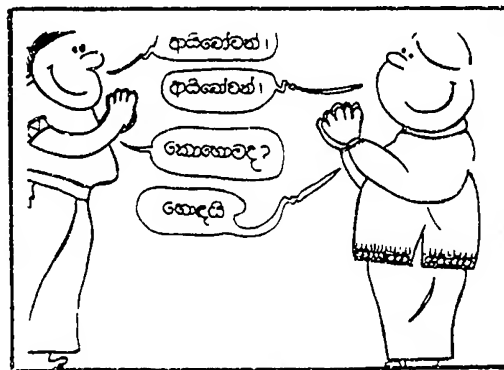
Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to greet others with appropriate gesture'
Teaching Point	Dialogue
Materials needed	White board, markers, paper strips, students answer sheets, <input checked="" type="checkbox"/> / <input type="checkbox"/> cards

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins

1. Draw two stick figures on the board
2. Point to figure A, and say **എടീയോ! !**
3. Point to figure B, and say **എടീയോ! !**
4. Point to figure A, and say **യോയോയോ?**
5. Point to figure B, and say **യോയോ**



6. Take both roles and repeat the dialogue.

* see GRAMMAR NOTE

3. Practice:

Listening -

10 mins

1. Pronounce each vocabulary item 3 times and get the students to select the correct one by drawing a circle over a, b or c on the given sheet.

Teacher says

- | | | |
|---------------|---------------|---------------|
| a) අයිබෝවන් | b) අයිබෝවන් | c) අයිබෝවන් |
| a) කෙහෙමද? | b) කහෙමද? | c) කොහොමද? |
| a) හඳයි | b) හොඳයි | c) හොඳයි |
| a) වරෙඳක් නෑ | b) වරෙක් නෙ, | c) වරෙක් නෑ |
| a) මගි ඉන්නවා | b) මගේ ඉන්නවා | c) මගේ ඉන්නවා |

2. Read the dialogue incorrectly and ask the students to show ☒ ☐ ☐ cards

Listening & Speaking -

5 mins

1. Take roles and practice the dialogue with students.
2. Divide the class into two and practice the dialogue

Speaking -

2 mins

1. Students practice the dialogue in pairs

4. Application (use):

8 mins

Role play: Ask two students to come forward and perform the dialogue as a role play. Roles: PCV - Passer by

5. Assessment (Task):

10 mins

1. Give the above dialogue on strips and ask the students to rearrange.
2. Bring two classes together and ask the students to move around and greet each other.
3. Ask the the students to go out of the classroom, find and greet a Sri Lankan.

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

- * When the question **කොහොමද?** is asked the answer depends on the feeling of the listener. Thus it could be **වරදක් නෑ** , or **මමේ ඉන්නවා** which could mean 'not bad' or 'just existing.'



ရာသီခေါ်လား !

ရာသီခေါ်လား !

ဘေးတော့လား ?

ဟော့ငါ့

Personal Identification

Competency : To greet and be greeted

Situation : With host country nationals

Dialogue II

Roles: PCT/Sri Lankan		Functions
පිඹ	සුබ උදෑසනක් (Good Morning)	- greeting people
සුභිල්	සුබ උදෑසනක් (Good Morning)	- being greeted
පිඹ	සැපයනිස කොහොමද? (How are you?)	- socializing
සුභිල්	වරදක් නැ. (Not bad.)	- socializing
Vocabulary		
උදේ	දවල්	තවස
		කැන්දෑව
		රෑ

LESSON PLAN I

Estimated Time	35 minutes
Objective	At the end of the lesson, the students will be able to use times of the day
Teaching Point	Vocabulary: times of day ඉස් දවල් කවස කැන්දෑව රෑ
Materials needed	Pictures, MCQ charts, Yes/No cards, Action picture cards

PROCEDURE

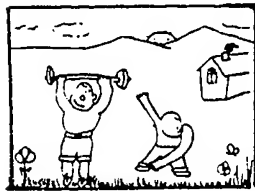
1. Warm up/Review:

5 mins

2. Presentation:

5 mins

Present the concepts through visuals



3. Practice:

Listening -

10 mins

- Point to the pictures and say the word. Students show / X cards.
- Check pronunciation using a Multiple Choice Questions (MCQ) chart.

- | | | |
|------------|------------|------------|
| a) ඉස් | b) ඉස් | c) ඉස් |
| a) දවල් | b) දවල් | c) දවල් |
| a) කවස | b) කවස | c) කවස |
| a) කැන්දෑව | b) කැන්දෑව | c) කැන්දෑව |
| a) රෑ | b) රෑ | c) රෑ |

Listening & Speaking -

5 mins

1. Say related words & students say the correct time of the day.

Tr:	breakfast	Ss:	(၀၀၄)
	dinner	Ss:	.....
	evening tea	Ss:	.....
	lunch	Ss:	.....
	nap	Ss:	.....

Speaking -

5 mins

1. Point to the words and students say the words.
2. Say a word & students say what comes after.

Tr:	၀၀၄	Ss:	၄၀၄
-----	-----	-----	-----

3. Say a word & students say what comes before.

Tr:	၄၀၄	Ss:	၀၀၄
-----	-----	-----	-----

4. Application (use):

5 mins

1. Divide the class into pairs or two groups and distribute action cards. One group select cards at random and shows to the others and they guess.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

LESSON PLAN II

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to perform the dialogue
Teaching Point	Dialogue
Materials needed	Newsprint

PROCEDURE

1. Warm up/Review: 2 mins

Review the previous lesson.

2. Presentation: 3 mins

1. Put the dialogue news print on the board, and read the dialogue 3 or 4 times and let the students listen well.

3. Practice:

Listening - 5 mins

1. Read the dialogue sentence by sentence and ask the students how many words are there in each line.

Listening & Speaking - 5 mins

1. Take one role and practice the dialogue with students (Group & individual)
2. Change role and repeat #1.

Speaking - 7 mins

1. Draw the following blanks on the board and cue the students say the dialogue.

A: _____
 B: _____
 A: _____?
 B: _____

4. Application (use):

3 mins

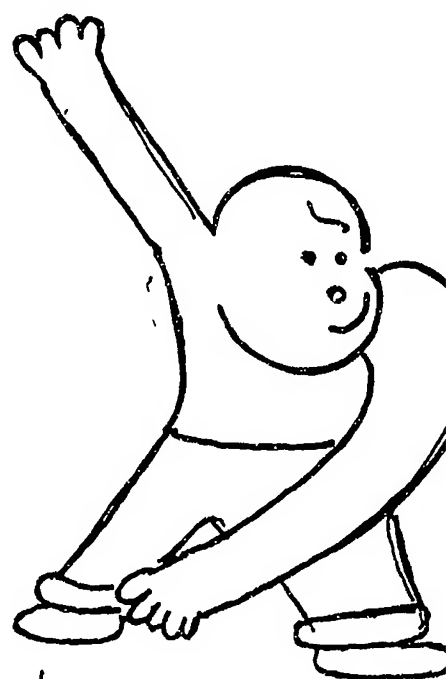
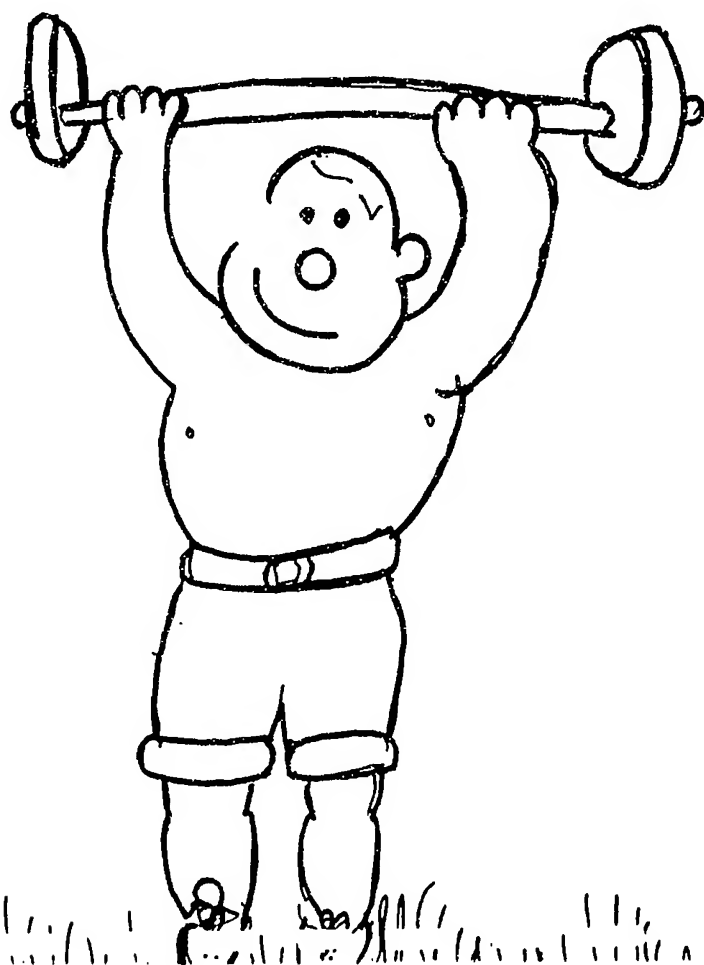
1. Get the students to practice the dialogue freely.

5. Assessment (Task):

1. Get the students to find out other forms of greetings as above.

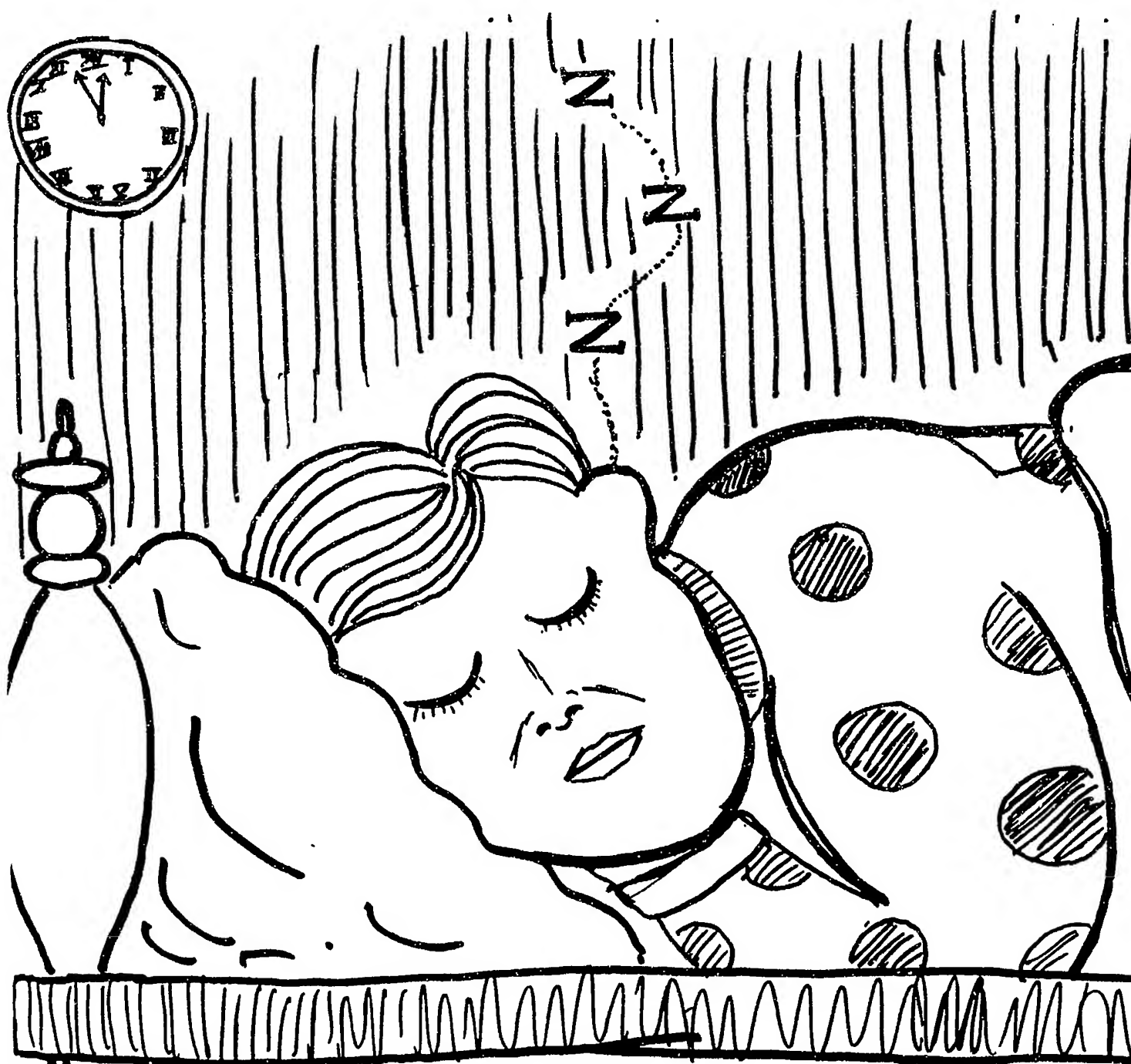
6. Contingency Plan:

7. Comments/Self Evaluation:









Personal Identification

Competency : To greet and say good-bye

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan		Functions
පී	ම. ගිහි එන්න. (See you later)	- taking leave
සුනිල්	හොඳයි. ගිහි එන්න. (o.k. see you)	- say goodbye
පී	සුබ රාත්‍රියක්! (Good Night!)	- greet
සුනිල්	සුබ රාත්‍රියක්! (Good Night!)	- be greeted
Vocabulary ම. මග එය මෙය අපි එයාලා		
Grammar Verb infinitive එන්න යන්න කන්න බොන්න ගන්න දෙන්න S(1st person) + Verb(infinitive) + .		

LESSON PLAN I

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the pronouns appropriately
Teaching Point	Vocabulary: මං, ඔයා, එයා, ඔබයා, අපි, ඒයාලා
Materials needed	Yes/No cards, Labels of jobs

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins

Present the pronouns through a TPR exercise

මං, ඔබ	ඔයා, ඔබ්බයා	එයා, ඒයාලා
අපි	එයාලා PC staff	ඔබයා සුපර්

3. Practice:

Listening - 3 mins

- Read the sentences and get the students to show ☒ ☐ cards when they hear the correct and incorrect versions

Listening & Speaking - 2 mins

- Point to different person/s and get the students to say the correct pronoun.

Speaking - 5 mins

Prepare some labels of jobs and ask the students to stick them on their shirts. Then get the students to describe each other using the pronoun.

මං Teacher ඔයා carpenter etc.

4. Application (use):

5 mins

1. Get the students to describe their family photographs using the pronouns.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson, the students will be able to use the verbs to give instructions
Teaching Point	Grammar: verb(infinitive) එන්න ගන්න කන්න බොන්න ගන්න දෙන්න
Materials needed	A paper puppet, white board

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 2 mins

Present the command verbs through TPR using a puppet or an outsider.

3. Practice:

Listening - 7 mins

1. Read the command verbs and get the students to mime accordingly.
2. Read a command using the puppet and mime right/wrong actions and get the students to show ☒ ☐ X cards

Listening & Speaking - 4 mins

1. Write the verbs on board and get the students to repeat after you.
2. Mime the action and get the students to say the verb.

Speaking - 5 mins

1. Ask one student to come forward and give commands and get the others to mime the action.
2. Divide them into pairs and get them to command and mime alternatively.

4. Application (use):

7 mins

1. Divide the class into two teams and get them to be in two rows. Then say a command verb. The first one to mime the action gets 10 points. Continue the activity until every body gets a chance to mime.

5. Assessment (Task):

10 mins

1. Ask each student to invite somebody to the classroom, offer him/her something to eat and drink, get something from him/her, offer him/her a gift, finally request him/her to leave.

6. Contingency Plan:

Ask students to match the following:

එත්ත	money
ටත්ත	ticket
හත්ත	home
බොත්ත	pizza
ගත්ත	coca cola
දෙත්ත	classroom

7. Comments/Self Evaluation:

GRAMMAR NOTE

Verb infinitive:

The infinitive form of the verb consists of the verb stem + ත්ත :

එත්ත	come
ගත්ත	buy, take
බලත්ත	look

Uses of the infinitive : One of its several uses is as an imperative to give orders and to make requests.

LESSON PLAN III

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the verb form appropriately
Teaching Point	Grammar: S(1st person) + Verb(infinitive) + •
Materials needed	Picture dialogue, newsprint

PROCEDURE

1. Warm up/Review:

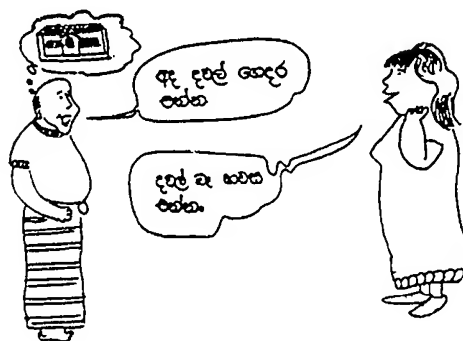
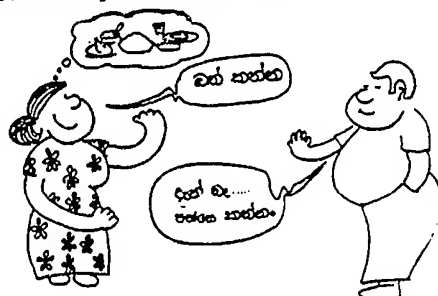
5 mins

Review the command form

2. Presentation:

5 mins

Present the concept through a picture dialogue



3. Practice:

Listening:

9 mins

1. Associate the verb forms with nouns and say it. Get the students to say right or wrong as they hear.

Tr: පොත් කන්න.

Ss: වැරදි

2. Associate the verb forms with the pronouns and say it. Get the students to say right or wrong as they hear.

Tr: එයා කන්න.

Ss: වැරදි

Tr: මං කන්න.

Ss: හරි

Listening & Speaking -

4 mins

1. Give a series of commands and ask the students to say the promise form using පස්සේ

Tr: කන්න

Ss: පස්සේ කන්න.

Speaking -

7 mins

1. Get the students to do the above L & S activity #1.
2. Divide the students into pairs and get one to say the command form and the other the promise form

4. Application (use):

10 mins

Role Play - Roles: PCV - Sri Lankan neighbour
Situation - PCV's home

Purpose - A Sri Lankan comes to your home, greet, invite and offer something to eat and drink. Sri Lankan politely refuse saying he will eat and drink later.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

The Verb stem + ක්ක.

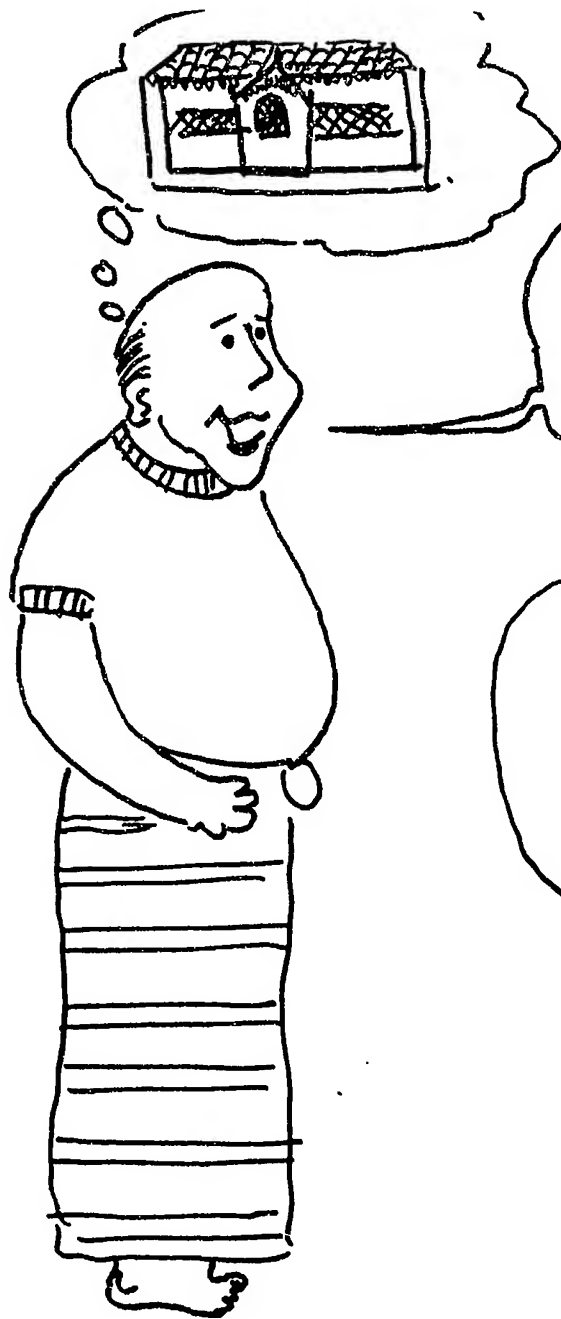
This form is formed thus:

V(stem) + ක්ක.

යාක්ක.	I'll/We'll go
ඵක්ක.	I'll/We'll come
ගක්ක.	I'll/We'll buy, take
බලක්ක.	I'll/We'll see, look

This form is used only with 1st person subjects, and indicates future time. It is used when promising.





අද දවල් ගෙදර
උන්න.

දවල් බැ. හමයි
උන්න.

LESSON PLAN IV

Estimated Time	15 minutes
Objective	At the end of the lesson the students will be able to use the dialogue form in a Role Play
Teaching Point	Dialogue
Materials needed	Picture dialogue newsprint

PROCEDURE

1. Warm up/Review: 1 min

2. Presentation: 2 mins

Present the dialogue through a picture dialogue and read it several times

3. Practice:

Listening - 2 mins

1. Give the following form and ask the students to fill it when you read the dialogue

A: _____
B: _____

Listening & Speaking - 2 mins

1. Get the students to perform dialogue with you taking turns.

Speaking - 3 mins

1. Get the students to perform the dialogue in pairs.

4. Application (use):

5 mins

1. **Role Play:** Get the students to do a role play according to the following guidelines.

Roles: PCV/Sri Lankan

- to greet and be greeted
- to introduce oneself
- to say good bye

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

Personal Identification

Competency	: To greet and say good-bye
Situation	: With host country nationals

Situation : With host country nationals

Dialogue II

Roles: PCT/Sri Lankan	Functions
පුඬුල් හැ.. කොහොමද? කොහෙද යන්නේ? (Hello! How are you? Where are you going?)	- socializing
විසූ ලගට යනවා. ගිහිං එන්නං. (I am going overthere. See you)	- socializing & taking leave
පුඬුල් හොඳයි. හොඳයි. (o.k.)	- socializing

Grammar

verb present tense එනවා යනවා කරනවා
 බොනවා ගත්තවා දෙනවා

verb present tense negative එන්නේ නෑ යන්නේ නෑ කරන්නේ නෑ
 බොන්නේ නෑ ගත්තේ නෑ දෙන්නේ නෑ

Phrases

ලගට යනවා සිංහල ඉගෙනගන්න යනවා
කඩ්ඩට යනවා තාත්ත යනවා
ගෙදර යනවා

LESSON PLAN I

Estimated Time	1 hour & 5 minutes
Objective	At the end of the lesson the students will be able to use the verb forms to fill out a questionnaire
Teaching Point	Grammar: verb present tense එකවා යනවා තනවා බොනවා ගන්නවා දෙන්නවා
Materials needed	Verb cards,, Newsprint, Picture story sheets

PROCEDURE

1. Warm up/Review:

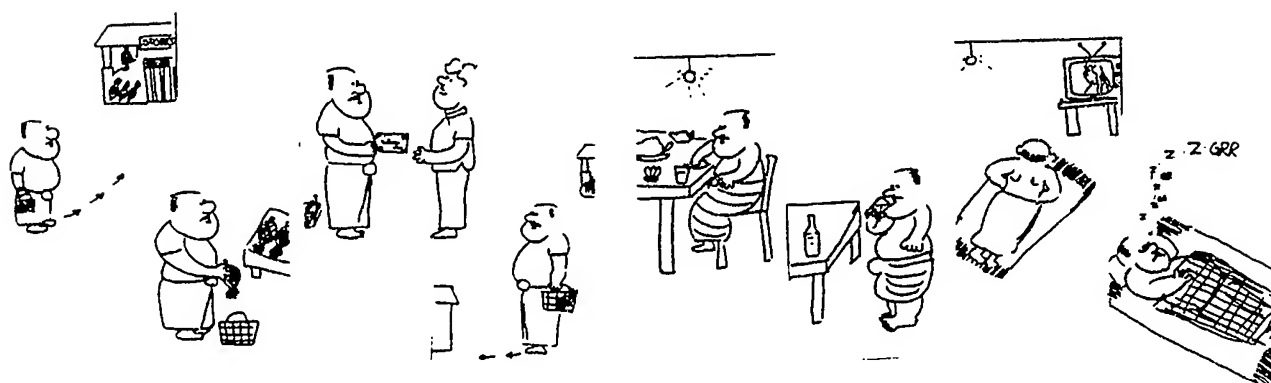
2 mins

Review the infinitive verbs.

2. Presentation:

8 mins

Present the verb forms through action cards.



Present the form from the infinitive form of the verb or elicit the form from the students.

* Make sure to present the meaning of the present tense form:
Habitual, Continuous & Simple Future.

සුභිල් දැක් හේ බොනවා

සුභිල් කෙට හේ බොනවා

සුභිල් හැමදාම හේ බොනවා

3. Practice:

Listening -

5 mins

1. Show the action card and say right/wrong verbs and get the students to say Yes/No.
2. Distribute the cards to the students and ask them to show you the right card when you say it.

Listening & Speaking -

15 mins

1. Ask the students to repeat after you.
2. Show the card and say an incomplete sentence and get the students to put the right verb and complete the sentence.

Tr: සුහිල් දැක් සේ _____.

Ss: බොනවා

Tr: එයා බත් _____.

Ss: කනවා

3. Relate a simple story and get the students to put the action cards in order.

Speaking -

15 mins

1. Place the cards backwards on a table and pick a card and ask the students to guess it.
2. Show the action cards and get the students to say the verbs.
3. Get the students to do the above activity in pairs.
4. Get them to say complete sentences.

4. Application (use):

10 mins

1. Ask the students to do the above story activity in pairs or in two groups.

5. Assessment (Task):

10 mins

Give the students the following questions and ask them to work in pairs.

1. ඔයා හැමදම වවුමට යනවද?
2. ඔයා හැමදම බියර් බොනවද?
3. ඔයා හැමදම නෑනවද?
4. ඔයා හැමදම ටී.වී. බලනවද?
5. ඔයා හැමදම පත්තරේ ගත්තවද?

6. Contingency Plan:

1. Do a Concentration Game

7. Comments/Self Evaluation:

GRAMMAR NOTE

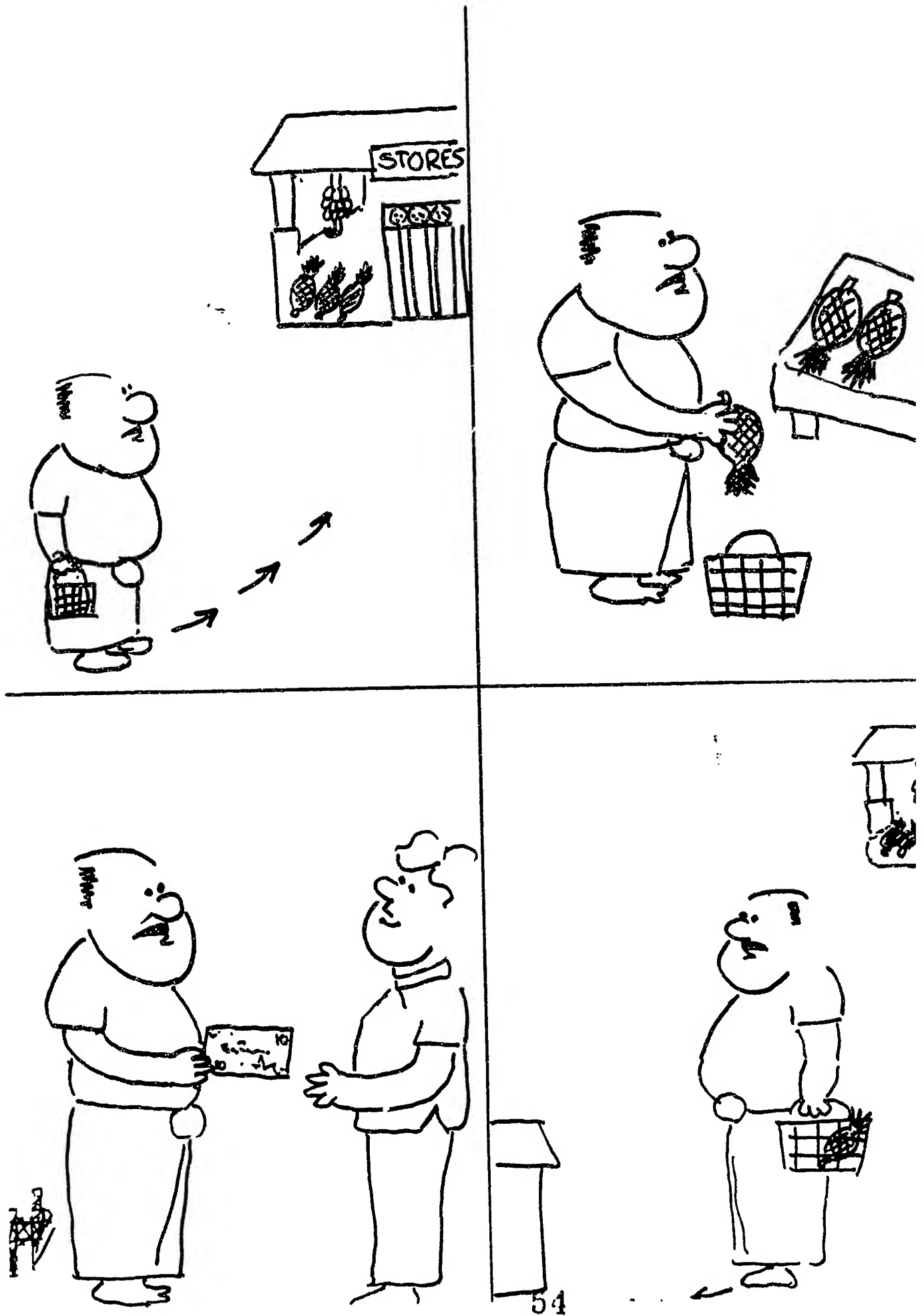
The Present tense form:

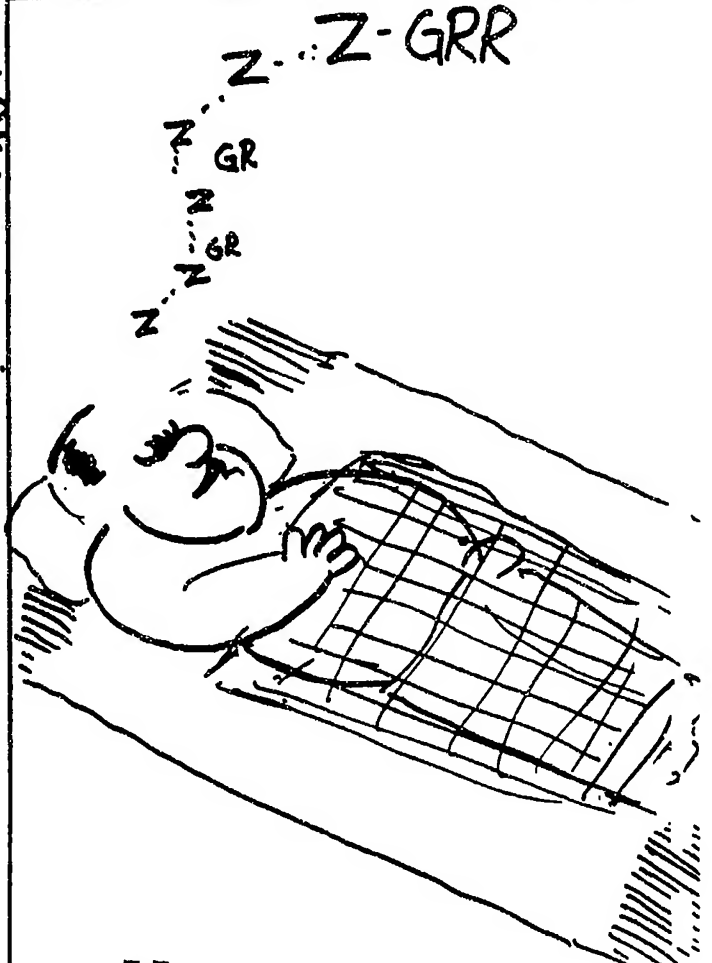
This is formed thus:

Verb stem + කවා

යනවා	go/es,	is/are/am going
එනවා	come/s,	is/are/am coming
බලනවා	look/s,	is/are/am looking
කනවා	eat/s,	is/are/am eating

This verb form denotes simple or continuous actions in the present tense.





LESSON PLAN II

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out information using the negative form
Teaching Point	Grammar: verb present tense negative එක්කේ නෑ, සත්කේ නෑ, බොක්කේ නෑ, ගත්කේ නෑ, දෙත්කේ නෑ
Materials needed	Picture dialogue, verb cards, information gap sheets

PROCEDURE

1. Warm up/Review:

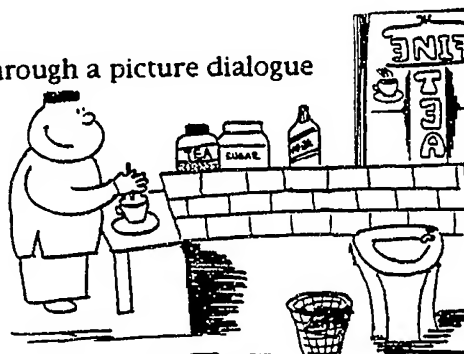
2 mins

Review the present tense verbs

2. Presentation:

8 mins

Present the concept through a picture dialogue



එයා හේ බොහොම තමුත් තෝපි බොක්කේ නෑ.

Present more examples for continuous and simple future meanings

3. Practice:

Listening -

15 mins

Describe four activities of a person (positive and negative) as shown below. Ask the students to say the wrong activity

Teacher's Chart

Students Chart

- a) Tim drinks tea
- b) He doesn't smoke
- c) He doesn't go to town
- d) He sleeps at 10 p.m.

- a) Tim drinks tea
- b) He smokes
- c) He doesn't go to town
- d) He sleeps at 10 p.m.

Give more examples as above

Topic: Personal Identification

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Listening & Speaking -

10 mins

1. Say the affirmative and ask the students say the negative (group & individual)
2. Ask the students to complete sentences using verbs when you read them on a chart.

Tim tea / coffee X to town / movies X

Tr: Tim ටේ _____, එයා කෝපි _____ etc.

Give more examples as above

Speaking -

5 mins

1. Information Gap exercise

	Tim	Julie
Malaria pills	?	✓
Coke	x	?
Pizza	✓	?
10 p.m.	?	x
Market	✓	?

	Tim	Julie
Malaria pills	x	?
Coke	?	✓
Pizza	?	✓
10 p.m.	✓	?
Market	?	x

4. Application (use):

15 mins

Read the following passage and ask the students to mark a 'x' in the chart every time they hear the present emphatic form

කපිල ටේ බොනවා, කෂුඤ් කෝපි බොන්නේ නෑ, එයා අත්තායි කනවා, කුඩල්ස් කන්නේ නෑ, සුසිරා ටේ බොනවා, කෝපි බොන්නේ නෑ, කෂුඤ් අත්තායි, කුඩල්ස් කනවා, හිලක්කි ටේ බොන්නේ නෑ, කෝපි බොන්නේ නෑ, එයා අත්තායි කන්නේ නෑ, කුඩල්ස් කනවා, සුකෙස් ටේ බොනවා, කෝපි බොන්නේ නෑ, එයා අත්තායි කන්නේ නෑ, කුඩල්ස් කන්නේ නෑ.

කම	ටේ	කෝපි	අත්තායි	කුඩල්ස්
කපිල				
සුසිරා				
හිලක්කි				
සුකෙස්				

5. Assessment (Task):

10 mins

1. Ask the students to do a survey to find out the following information from their peers and other Sri Lankans

* You could do this activity for homework as well

7. Comments/Self Evaluation:

The Emphatic present verb:

Verb stem + **chod**

When used with **am**, it negates a present tense action.

When used with a question word, it makes a question word question.

* * *

* Use the lesson plan in page 18



Personal Identification

Competency : To introduce self

Situation : With host country nationals

Dialogue

Roles: PCT/Sri Lankan	Functions
<p>ජෙනි : මගේ නම ජෙනි. (My name is Jenny) ඔයාගේ නම මොකද? (What is your name?)</p> <p>කමල් : මං කමල්. (I am Kamal)</p>	<p>- introducing & asking for information</p> <p>- identifying</p>
<p>Grammar</p> <p>S (Genetive) case මගේ ඔයාගේ එයාගේ ඔබගේ අපේ එයාලගේ</p>	

LESSON PLAN I

Estimated Time	20 minutes
Objective	At the end of the lesson the students will be able to describe the owners of articles collected from the class.
Teaching Point	Grammar: S (Genetive) case මගේ බසාගෙ එසාගෙ මෙසාගෙ අපේ එසාලගෙ
Materials needed	Realia

PROCEDURE

1. Warm up/Review:

2. Presentation:

5 mins

Present the form using examples

මගෙ තම සම්පත්.
මේක මගෙ පෑත. මේක මගෙ පොත.

අමසාගෙ තම කෝර්.
මේක කෝර්ගෙ බෑග් එක.
මේක එසාගෙ කාර් එක.

Present more examples

3. Practice:

Listening -

5 mins

- Read out some statements and ask students to say right or wrong

Tr: 'Monalisa' Darwinchiගේ. හරිද?

Ss: හරි

Tr: 'Bad' Michael Jacksonගේ. හරිද?

Ss: හරි

Listening & Speaking -

5 mins

- Collect some items from the class and ask for the owner.

Tr: මේක කාගෙද?

Ss: මගෙ

Speaking -

5 mins

1. Collect more items from the classroom and distribute them to the students ask them to say the owner. You can do this by changing the items afterwards.

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun (Genitive case) [Animate nouns]

This is formed thus:

Noun/Pronoun (animate) + ເ

කමල්ගේ	Kamal's
එයාගේ	His/hers
අම්මගේ	Mother's

This form denotes the possessive form of animate nouns.

කමල්ගේ පෑන	Kamal's pen
එයාගේ බල්ලාගේ කෑම	His/her dog's food
අම්මගේ සාරිය	Mother's saree

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to correct wrong statements using the new grammar
Teaching Point	Grammar: N(Genitive) case [Inanimate Nouns]
Materials needed	A US map, Newsprint with statements

PROCEDURE

1. Warm up/Review:

2. Presentation:

10 mins

Present the concept through examples

Show a map of the US and say **මේ ඇමරිකාව. ඇමරිකාවේ ජනපද 50 ක් තිබෙනවා.**

වෙනස් කළේ capitol එක Austin.

Show a flower and say

මේ ප්‍රේම හර් ලක්ෂණයයි. මේ මුළු colors ගොඩනැගි
තිසේකවන.

මගෙ වවුම මාරු. මගෙ කෘතී මට් අනුරැක්.

3. Practice:

Listening -

5 mins

1. Read right/wrong statements using the form and get the students to say right/wrong.

Tr: ལྷ་སྐུ་གྲོལ་ནས་རྒྱུ་དང་། Jurassic Park

Ss: ~~၁၇၆၆~~.

Tr: Watch එකේ වෙලාව වැරදි

Ss: **ಹರಿ**

Listening & Speaking -

5 mins

1. Get the students to answer questions such as..

1. මහාගේ සල්ලි තියෙන්නේ කොහෙද?
2. කැමරා එක තියෙන්නේ කොහෙද?
3. මහා නැවතීලා ඉන්නෙ කොහෙද?

Speaking -

10 mins

1. Get the students to correct sentences like...

1. පන්තියෙන් ලබයි ඉගෙනගත්තවා
2. මගේ ගමගේ තම ගුරුදෙණිය.
3. මේ ගොත්තේ කවරෙ ලස්සනයි.

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun(Genitive case) [Inanimate nouns]

For class 1 nouns:

Genitive ending of class 1 noun are formed thus

Direct case

බස් එක
බෝඩි එක

Genitive case

බස් එකේ
බෝඩි එකේ

For class 2 nouns

Direct case

ගොත
පුටුව

Genitive case

ගොතේ
පුටුවේ

Topic - Personal Identification

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For class 3 nouns (Some names of places in Sri Lanka)

<u>Direct case</u>	<u>Genitive case</u>
කොළඹ මාතර වැලිමඩ	කොළඹ මාතර වැලිමඩ

For class 4 nouns

<u>Direct case</u>	<u>Genitive case</u>
කෝට්ටේ ජනේලේ මාතලේ රජනපුරේ	කෝට්ටේ ජනේලේ මාතලේ රජනපුරේ

For class 5 nouns (names of foreign places/countries)

<u>Direct case</u>	<u>Genitive case</u>
New York Japan California	New York වල Japan වල California වල

Use of Genitive:

This case may be an equivalent of the English 's construction or "of" construction.

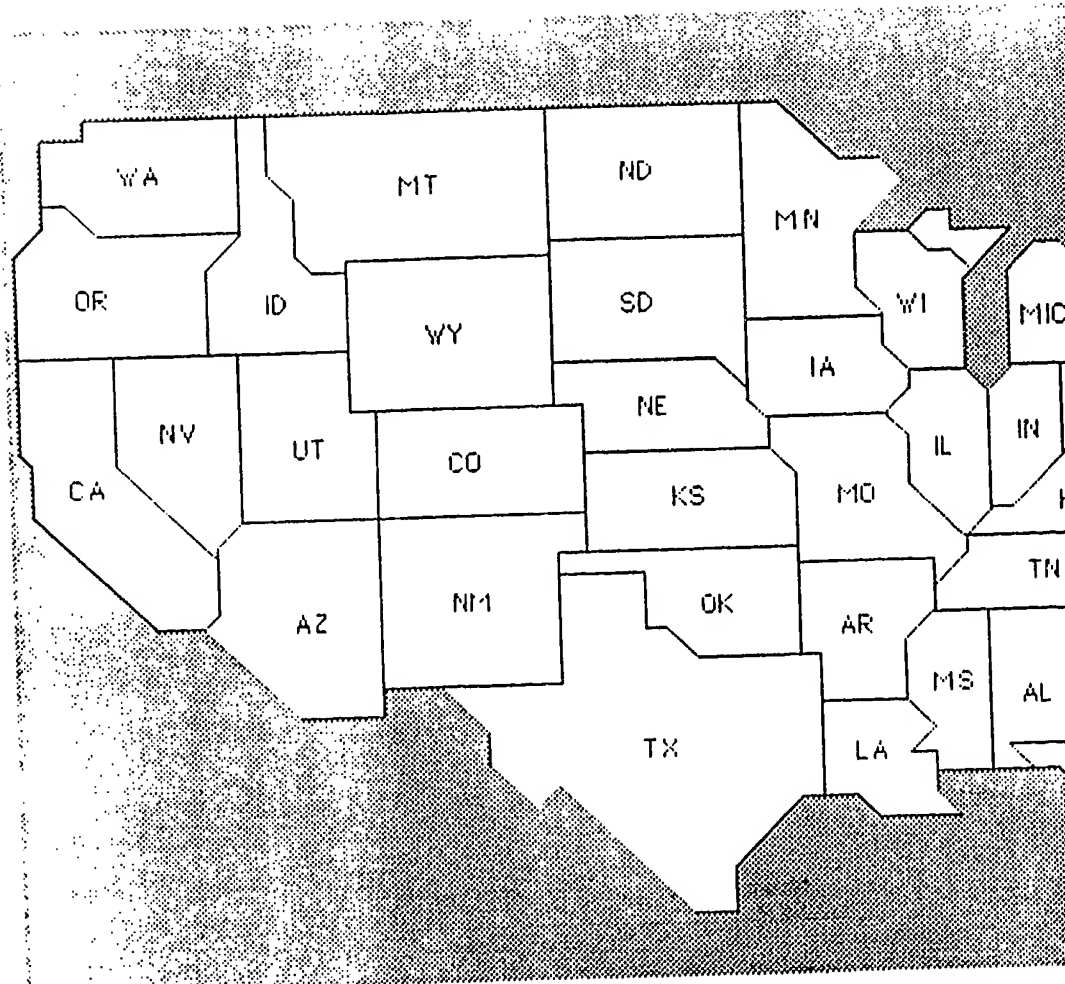
මේ කොතේ නම..... The name of this book is

This case may also be an equivalent of the English in/on construction.

එය දැන් කුඩර. He is in Kandy now.

With place names, it may also equate with the English adjectival form of the place name:

ලංකාවේ මිනිස්සු Sri Lankan people



LESSON PLAN III

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to find out names of three Sri Lankans using the dialogue
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips, word strips

PROCEDURE

1. Warm up/Review: 5 mins

Review necessary vocabulary.

2. Presentation: 5 mins

Present the dialogue skeleton and elicit the dialogue from the students.

3. Practice:

Listening - 10 mins

1. Read it several times taking both roles in the dialogue.
2. Cut up the dialogue into words and mix them up. Ask the students to put it together when you read.

Listening & Speaking - 5 mins

1. Take one role and practice the dialogue with the students.

Speaking - 10 mins

1. Students practice the dialogue in pairs

4. Application (use): 10 mins

1. Write names of famous people and make paper strips and put them in the middle. Student pick up and practice in pairs.

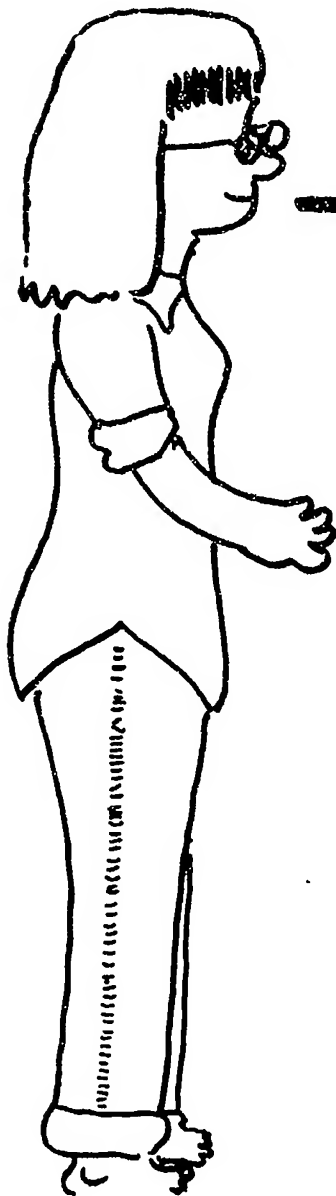
5. Assessment (Task):

10 mins

Send the students to find out names of some Sri Lankans in the training site.

6. Contingency Plan:

7. Comments/Self Evaluation:



මගේ භාව ජේනී
ඔයාගේ නම මොකද්ද?

ම. කවල්

Personal Identification

Competency : To ask and answer questions about one's background

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan		Functions
කමල්	ඔයා කොතෙක්ද? (Where are you from?)	- asking for information
ජෙඩ්	මම ඇමරිකාවෙන් (I'm from America)	- giving information
<p>Grammar</p> <p>Question words කවුද, හවුද, කොතෙක්, කොතෙක්ද, කොතෙක්ද, මොකද, මොකටද, ඇයි, කීයද, කීයටද</p> <p>Instrumental case - inanimate nouns පැතෙක් පුටුවෙන් කවෙන් බස් එකෙන් ලංකාවෙන් ඇමරිකාවෙන්</p>		

LESSON PLAN I

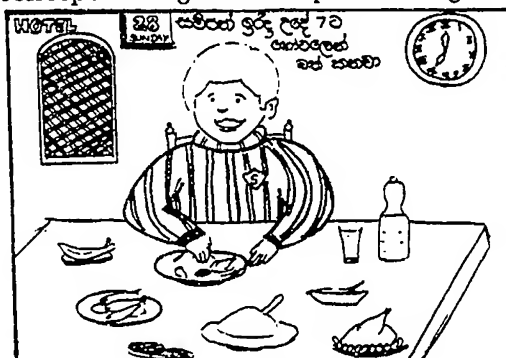
Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to find out personal information from the peers using question words
Teaching Point	Question Words කවුද, කවදද, කොතෙද, කොහොමද, කොතෙක්ද, මොකද්ද, මොකවද, ඇයි, නිසද, නිසවද
Materials needed	Newsprint, picture dialogue, strips, picture cards

PROCEDURE

1. Warm up/Review: 3 mins

2. Presentation: 12 mins

Present the concept through a description dialogue



සමසන් ඉරිදා උදේ 7 ට හෝටලෙන් බත් කනවා

මොන කවුද?	- සමසන්
එයා කවුන්ගේ මොකවද?	- බත් කනවා
එයා කන්ගේ මොකවද?	- බත්
එයා කන්ගේ කොහොමද?	- හෝටලෙන්
එයා බත් කන්ගේ නිසවද?	- උදේ 7ට
එයා බත් කන්ගේ කවදද?	- ඉරිදා

3. Practice:

Listening -

5 mins

1. Cut up the above answers; make strips and give them to the students. Then ask the students to show you the correct answer when you ask the questions randomly.

Listening & Speaking -

10 mins

1. Put some sentences on the board. Point to the different words of sentences and ask the students to say the correct question word

කිසි හෙව නවස 3 ට අමෙරිකාවට යනවා

Tr: කිසි	Ss: කවුද?
Tr: හෙව	Ss: කවදද?

2. Give a passage and ask questions from it

Speaking -

10 mins

1. Divide the classroom into pairs and ask one of them to ask questions from the other looking at the passage on board.
[specific words must be underlined in the passage]

4. Application (use):

8 mins

1. Ask the students to talk to each other and find out information like the following.
 - his/her name
 - place where lives
 - job
 - hobbies

5. Assessment (Task):

5 mins

Ask the students to report the above activity to the class

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

See Emphatic form of noun for clarification on forming of question word questions.

1075

සඳුදා
SUNDAY

සිව්වැනි ප්‍රදේශයේ 1 වන
නොවැම්බර්
වර්ෂය



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ABSTRACT

This guide is designed for Singhalese language training of Peace Corps workers in Sri Lanka, and reflects daily communication needs in that context. It consists of: a list of selected language topics and related language competencies; lesson plans for each topic; culture notes for each topic; and a series of reproducible masters for handouts on a variety of grammar issues. Each lesson plan includes a list of targeted language competencies and for each competency, brief dialogue(s), vocabulary list, classroom procedures, a form for teacher notes, and grammar notes. Lesson topics include: personal identification; communication with a host family; classroom orientation; social life and social behavior; food; health; clothing; shopping; giving and getting directions; transportation; communication services; and discussing work. Illustrations and visual aids are included throughout the materials. (MSE)

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SINHALA LANGUAGE TRAINER'S MANUAL

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Sinhala Language Trainer's Manual

A set of lesson plans on selected grammar
incorporated competencies for
Peace Corps Sri Lanka Pre-Service Training



Program & Training Unit
Peace Corps Sri Lanka

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Illustrated by Sampath Madawa Jayawardhane

PREFACE

In the past, Language Trainers, including the Language Coordinator, had to allocate most of their time on lesson planning during the Pre-Service Training. A minimum of 4-5 hours of a PST day is allocated for language teaching during the first 6 weeks. In addition to the daily lesson planning and classroom teaching, language trainers must attend to other activities of the PST such as participating in cross-cultural or technical sessions if needed, visit home-stays of PCTs when needed, attend daily staff meetings etc. All these tasks are time-consuming and unavoidable. A completed set of quality lesson plans was a much needed requirement for PST language programs.

This Sinhala Language Trainer's Manual is the fulfillment of that need. It is composed to equip the Pre-Service Training Language Trainers with a collection of identified survival and technical language competencies including activities, visual-aids and grammar notes as far as possible.

The manual consists of:

- I. List of selected language topic and competencies
- II. Guided dialogue under each competency
- III. Lesson focus: Teaching Points
- IV. Lesson plan for each Teaching Point
- V. Grammar notes relating for the lesson
- VI. Sample of Visual-aids needed to the lesson
- VII. Culture Note under each topic
- VIII. Collection of grammar handouts relating to the curriculum

However, modifications to the lesson plans have to be made time to time in order to suit the students acquisition of the language: such as learning styles, age etc. We earnestly hope this manual would enable the Peace Corps Language Trainers to gain better understanding and knowledge of Peace Corps Language Program and in turn contribute to make the PST language Program a success.

We welcome your suggestions and comments to make necessary improvements to this manual.

Sumithra Mapatuna
Language/Cultural Training Coordinator
Peace Corps Sri Lanka
June 1995

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Sumithra Mapatuna
Language/Cultural Training Coordinator

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Section 1

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- Vocabulary guide	3-4
- Grammar guide	5-6



A LIST OF SELECTED LANGUAGE COMPETENCIES FOR PRE-SERVICE TRAINING LANGUAGE PROGRAM

Survival Competencies:

A	<p>TOPIC I: Personal Identification</p> <p>Competencies: (1) To greet and be greeted (2) To greet and say good-bye (3) To introduce self (4) To ask and answer questions about one's background (5) To describe a place or a person</p>
B	<p>TOPIC II: Host Family</p> <p>Competencies: (1) To make introductions (2) To identify family relationships (3) To describe and answer questions about one's family</p>
C	<p>TOPIC III: Classroom Orientation</p> <p>Competencies: (1) To respond to commands (2) To respond to questions (3) To tell time (4) To tell date & day (5) To identify daily routines</p>
D	<p>TOPIC IV: Social Life</p> <p>Competencies: (1) To make polite request (2) To make and respond to invitations (3) To give and receive compliments (4) To respond to personal remarks</p>
E	<p>TOPIC V: Food</p> <p>Competencies: (1) To describe food needs (2) To ask about typical host country foods (3) To express food preferences (4) To refuse additional food when offered</p>
F	<p>TOPIC VI: Health</p> <p>Competencies: (1) To describe one's physical condition (2) To describe one's emotional state</p>

G	TOPIC VII: Clothing Competencies: (1) To select clothing (2) To have an item of clothing made
H	TOPIC VIII: Shopping Competencies: (1) To ask for availability (2) To bargain
I	TOPIC IX: Directions Competencies: (1) To ask for and give location of buildings (2) To ask for and give directions
J	TOPIC X: Transportation Competencies: (1) To ask for information about bus-stops and schedules (2) To purchase bus/train tickets (3) To engage 3-wheeler and settle for a reasonable fare
K	TOPIC XI: Communication Competencies: (1) To find out business hours in the Post Office (2) To make a telephone call

Technical Competencies:

L	TOPIC XII: Housing Competencies: (1) To locate appropriate housing (2) To get information about rent and utilities
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Food	E
Health	F
Clothing	G
Shopping	H
Directions	I
Transportation	J
Communication	K
Employment	L



A

Topic I: Personal Identification

Competencies

Page

- | | | |
|-----|---|-------|
| (1) | To greet and be greeted: | |
| | Dialogue I | 01-04 |
| | Dialogue II | 05-09 |
| (2) | To greet and say good-bye: | |
| | Dialogue I | 10-19 |
| | Dialogue II | 20-26 |
| (3) | To introduce self: | |
| | Dialogue I | 27-34 |
| (4) | To ask and answer questions about one's background: | |
| | Dialogue I | 35-40 |
| | Dialogue II | 41-45 |
| | Dialogue III | 46-55 |
| | Dialogue IV | 56-61 |
| (5) | To describe a place or a person: | |
| | Dialogue I | 62-70 |

Personal Identification

Competency : To greet and be greeted

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan	Functions
පුඬුර් : ආයුබෝවන්! (May you live long!)	- greeting people
පිළි : ආයුබෝවන්! (May you live long!)	- being greeted
පුඬුර් : කොහොමද? (How are you?)	- socializing
පිළි : හොඳයි. (Good)	- socializing
Vocabulary හොඳයි වරදක් නෑ බහේ ඉක්කවා	

LESSON PLAN

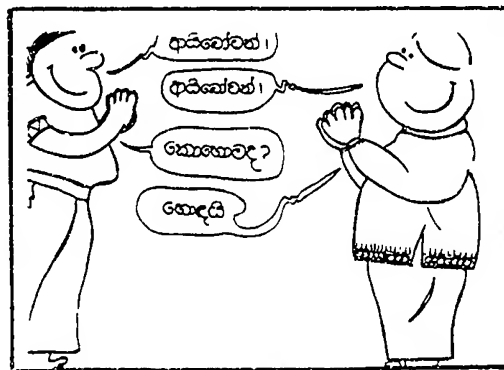
Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to greet others with appropriate gesture'
Teaching Point	Dialogue
Materials needed	White board, markers, paper strips, students answer sheets, <input checked="" type="checkbox"/> / <input type="checkbox"/> cards

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins

1. Draw two stick figures on the board
2. Point to figure A, and say **എടീയോ! !**
3. Point to figure B, and say **എടീയോ! !**
4. Point to figure A, and say **യോയോയോ?**
5. Point to figure B, and say **യോയോ**



6. Take both roles and repeat the dialogue.

* see GRAMMAR NOTE

3. Practice:

Listening -

10 mins

1. Pronounce each vocabulary item 3 times and get the students to select the correct one by drawing a circle over a, b or c on the given sheet.

Teacher says

- | | | |
|---------------|---------------|---------------|
| a) අයිබෝවන් | b) අයිබෝවන් | c) අයිබෝවන් |
| a) කෙහෙමද? | b) කහෙමද? | c) කොහොමද? |
| a) හඳයි | b) හොඳයි | c) හොඳයි |
| a) වරෙඳක් නෑ | b) වරෙක් නෙ, | c) වරෙක් නෑ |
| a) මගි ඉන්නවා | b) මගේ ඉන්නවා | c) මගේ ඉන්නවා |

2. Read the dialogue incorrectly and ask the students to show ☒ ☐ ☐ cards

Listening & Speaking -

5 mins

1. Take roles and practice the dialogue with students.
2. Divide the class into two and practice the dialogue

Speaking -

2 mins

1. Students practice the dialogue in pairs

4. Application (use):

8 mins

Role play: Ask two students to come forward and perform the dialogue as a role play. Roles: PCV - Passer by

5. Assessment (Task):

10 mins

1. Give the above dialogue on strips and ask the students to rearrange.
2. Bring two classes together and ask the students to move around and greet each other.
3. Ask the the students to go out of the classroom, find and greet a Sri Lankan.

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

- * When the question **කොහොමද?** is asked the answer depends on the feeling of the listener. Thus it could be **වරදක් නෑ** , or **මමේ ඉන්නවා** which could mean 'not bad' or 'just existing.'



ရာသီခေါ်လား !

ရာသီခေါ်လား !

ဘေးတော့လား ?

ဟော့ငါ့

Personal Identification

Competency : To greet and be greeted

Situation : With host country nationals

Dialogue II

Roles: PCT/Sri Lankan		Functions
පිඹ	සුබ උදෑසනක් (Good Morning)	- greeting people
සුභිල්	සුබ උදෑසනක් (Good Morning)	- being greeted
පිඹ	සැපයනිස කොහොමද? (How are you?)	- socializing
සුභිල්	වරදක් නෑ. (Not bad.)	- socializing
Vocabulary		
උදේ	දවල්	තවස
		කැන්දෑව
		රෑ

LESSON PLAN I

Estimated Time	35 minutes
Objective	At the end of the lesson, the students will be able to use times of the day
Teaching Point	Vocabulary: times of day ඉස් දවල් කවස කැන්දෑව ය
Materials needed	Pictures, MCQ charts, Yes/No cards, Action picture cards

PROCEDURE

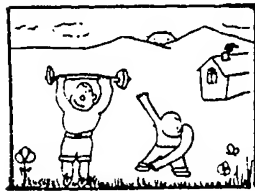
1. Warm up/Review:

5 mins

2. Presentation:

5 mins

Present the concepts through visuals



3. Practice:

Listening -

10 mins

- Point to the pictures and say the word. Students show / X cards.
- Check pronunciation using a Multiple Choice Questions (MCQ) chart.

- | | | |
|------------|------------|------------|
| a) ඉස් | b) ඉස් | c) ඉස් |
| a) දවල් | b) දවල් | c) දවල් |
| a) කවස | b) කවස | c) කවස |
| a) කැන්දෑව | b) කැන්දෑව | c) කැන්දෑව |
| a) ය | b) ය | c) ය |

Listening & Speaking -

5 mins

1. Say related words & students say the correct time of the day.

Tr:	breakfast	Ss:	(၀၀၄)
	dinner	Ss:	.....
	evening tea	Ss:	.....
	lunch	Ss:	.....
	nap	Ss:	.....

Speaking -

5 mins

1. Point to the words and students say the words.
2. Say a word & students say what comes after.

Tr:	၀၀၄	Ss:	၄၀၄
-----	-----	-----	-----

3. Say a word & students say what comes before.

Tr:	၄၀၄	Ss:	၀၀၄
-----	-----	-----	-----

4. Application (use):

5 mins

1. Divide the class into pairs or two groups and distribute action cards. One group select cards at random and shows to the others and they guess.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

LESSON PLAN II

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to perform the dialogue
Teaching Point	Dialogue
Materials needed	Newsprint

PROCEDURE

1. Warm up/Review: 2 mins

Review the previous lesson.

2. Presentation: 3 mins

1. Put the dialogue news print on the board, and read the dialogue 3 or 4 times and let the students listen well.

3. Practice:

Listening - 5 mins

1. Read the dialogue sentence by sentence and ask the students how many words are there in each line.

Listening & Speaking - 5 mins

1. Take one role and practice the dialogue with students (Group & individual)
2. Change role and repeat #1.

Speaking - 7 mins

1. Draw the following blanks on the board and cue the students say the dialogue.

A: _____
 B: _____
 A: _____?
 B: _____

4. Application (use):

3 mins

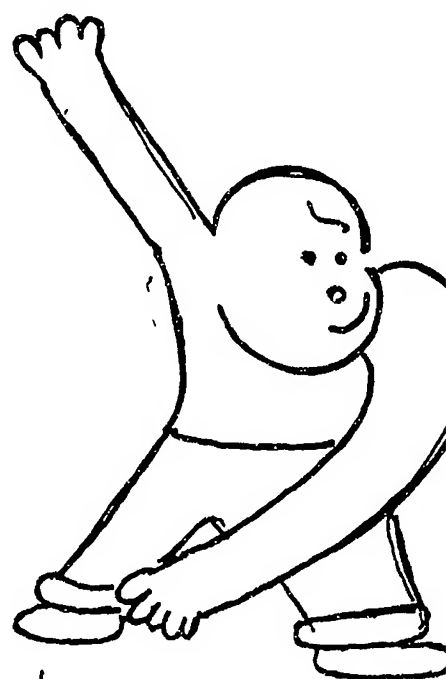
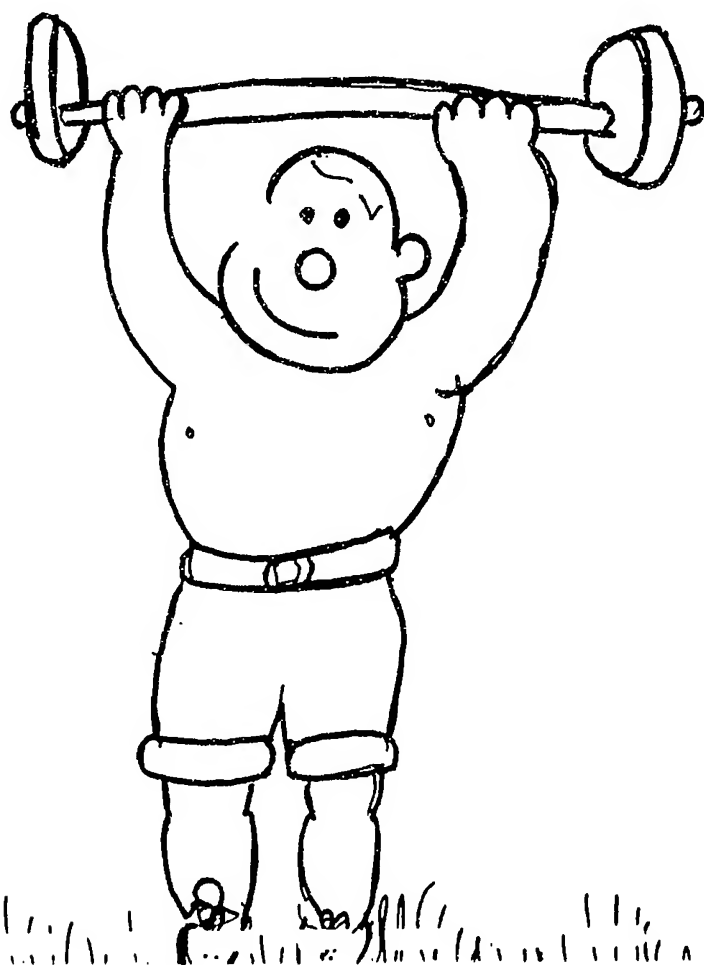
1. Get the students to practice the dialogue freely.

5. Assessment (Task):

1. Get the students to find out other forms of greetings as above.

6. Contingency Plan:

7. Comments/Self Evaluation:









Personal Identification

Competency : To greet and say good-bye

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan		Functions
පී	ම. ගිහි එන්න. (See you later)	- taking leave
සුනිල්	හොඳයි. ගිහි එන්න. (o.k. see you)	- say goodbye
පී	සුබ රාත්‍රියක්! (Good Night!)	- greet
සුනිල්	සුබ රාත්‍රියක්! (Good Night!)	- be greeted
Vocabulary ම. බයා එයා මෙයා අපි එයාලා		
Grammar Verb infinitive එන්න යන්න කන්න බොන්න ගන්න දෙන්න S(1st person) + Verb(infinitive) + .		

LESSON PLAN I

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the pronouns appropriately
Teaching Point	Vocabulary: මං, ඔයා, එයා, ඔබයා, අපි, ඒකාලා
Materials needed	Yes/No cards, Labels of jobs

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins

Present the pronouns through a TPR exercise

මං, ඔබ	ඔයා, ඔබ්බයා	එයා, ඒකාලා
අපි	එයාලා PC staff	ඔබයා සුභිල්

3. Practice:

Listening - 3 mins

- Read the sentences and get the students to show ☒ ☐ X cards when they hear the correct and incorrect versions

Listening & Speaking - 2 mins

- Point to different person/s and get the students to say the correct pronoun.

Speaking - 5 mins

Prepare some labels of jobs and ask the students to stick them on their shirts. Then get the students to describe each other using the pronoun.

මං Teacher ඔයා carpenter etc.

4. Application (use):

5 mins

1. Get the students to describe their family photographs using the pronouns.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson, the students will be able to use the verbs to give instructions
Teaching Point	Grammar: verb(infinitive) එන්න ගන්න කන්න බොන්න ගන්න දෙන්න
Materials needed	A paper puppet, white board

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 2 mins

Present the command verbs through TPR using a puppet or an outsider.

3. Practice:

Listening - 7 mins

1. Read the command verbs and get the students to mime accordingly.
2. Read a command using the puppet and mime right/wrong actions and get the students to show ☒ ☐ X cards

Listening & Speaking - 4 mins

1. Write the verbs on board and get the students to repeat after you.
2. Mime the action and get the students to say the verb.

Speaking - 5 mins

1. Ask one student to come forward and give commands and get the others to mime the action.
2. Divide them into pairs and get them to command and mime alternatively.

4. Application (use):

7 mins

1. Divide the class into two teams and get them to be in two rows. Then say a command verb. The first one to mime the action gets 10 points. Continue the activity until every body gets a chance to mime.

5. Assessment (Task):

10 mins

1. Ask each student to invite somebody to the classroom, offer him/her something to eat and drink, get something from him/her, offer him/her a gift, finally request him/her to leave.

6. Contingency Plan:

Ask students to match the following:

එත්ත	money
ටත්ත	ticket
හත්ත	home
බොත්ත	pizza
ගත්ත	coca cola
දෙත්ත	classroom

7. Comments/Self Evaluation:

GRAMMAR NOTE

Verb infinitive:

The infinitive form of the verb consists of the verb stem + ත්ත :

එත්ත	come
ගත්ත	buy, take
බලත්ත	look

Uses of the infinitive : One of its several uses is as an imperative to give orders and to make requests.

LESSON PLAN III

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the verb form appropriately
Teaching Point	Grammar: S(1st person) + Verb(infinitive) + •
Materials needed	Picture dialogue, newsprint

PROCEDURE

1. Warm up/Review:

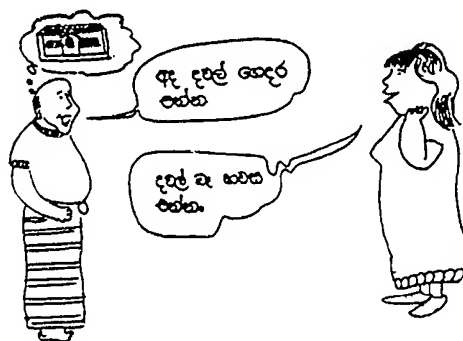
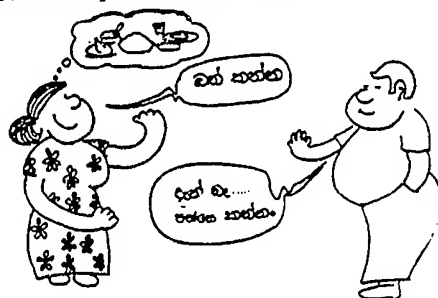
5 mins

Review the command form

2. Presentation:

5 mins

Present the concept through a picture dialogue



3. Practice:

Listening:

9 mins

1. Associate the verb forms with nouns and say it. Get the students to say right or wrong as they hear.

Tr: පොත් කන්න.

Ss: වැරදි

2. Associate the verb forms with the pronouns and say it. Get the students to say right or wrong as they hear.

Tr: එයා කන්න.

Ss: වැරදි

Tr: මං කන්න.

Ss: හරි

Listening & Speaking -

4 mins

1. Give a series of commands and ask the students to say the promise form using පස්සේ

Tr: කන්න

Ss: පස්සේ කන්න.

Speaking -

7 mins

1. Get the students to do the above L & S activity #1.
2. Divide the students into pairs and get one to say the command form and the other the promise form

4. Application (use):

10 mins

Role Play - Roles: PCV - Sri Lankan neighbour
Situation - PCV's home

Purpose - A Sri Lankan comes to your home, greet, invite and offer something to eat and drink. Sri Lankan politely refuse saying he will eat and drink later.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

The Verb stem + කින.

This form is formed thus:

V(stem) + කින.

යාන.	I'll/We'll go
උන.	I'll/We'll come
ගන.	I'll/We'll buy, take
බලන.	I'll/We'll see, look

This form is used only with 1st person subjects, and indicates future time. It is used when promising.





අද දවල් ගෙදර
උන්න.

දවල් බැ. හමඬ
උන්න.

LESSON PLAN IV

Estimated Time	15 minutes
Objective	At the end of the lesson the students will be able to use the dialogue form in a Role Play
Teaching Point	Dialogue
Materials needed	Picture dialogue newsprint

PROCEDURE

1. Warm up/Review: 1 min

2. Presentation: 2 mins

Present the dialogue through a picture dialogue and read it several times

3. Practice:

Listening - 2 mins

1. Give the following form and ask the students to fill it when you read the dialogue

A: _____
B: _____

Listening & Speaking - 2 mins

1. Get the students to perform dialogue with you taking turns.

Speaking - 3 mins

1. Get the students to perform the dialogue in pairs.

4. Application (use):

5 mins

1. **Role Play:** Get the students to do a role play according to the following guidelines.

Roles: PCV/Sri Lankan

- to greet and be greeted
- to introduce oneself
- to say good bye

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

Personal Identification

Competency	: To greet and say good-bye
Situation	: With host country nationals

Competency	: To greet and say good-bye
Situation	: With host country nationals

Dialogue II

[illegible]

LESSON PLAN I

Estimated Time	1 hour & 5 minutes
Objective	At the end of the lesson the students will be able to use the verb forms to fill out a questionnaire
Teaching Point	Grammar: verb present tense එකවා යනවා තනවා බොනවා ගන්නවා දෙන්නවා
Materials needed	Verb cards,, Newsprint, Picture story sheets

PROCEDURE

1. Warm up/Review:

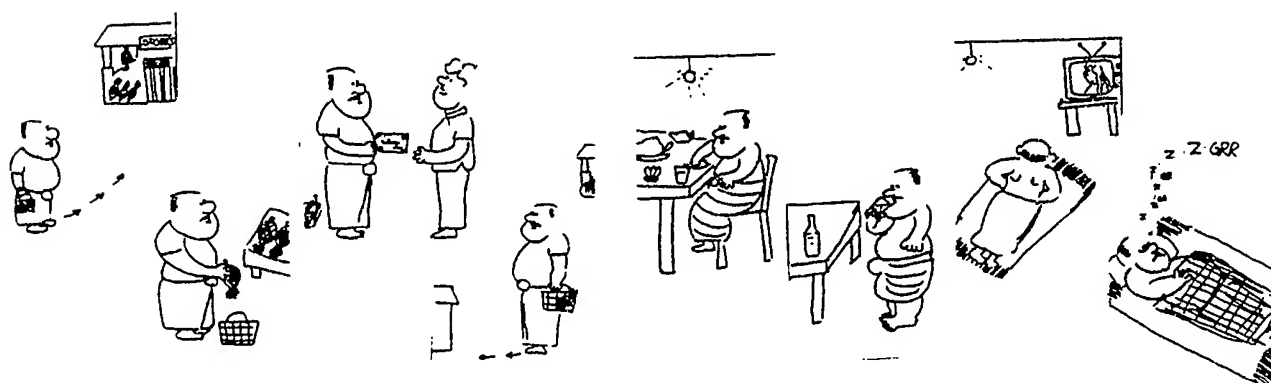
2 mins

Review the infinitive verbs.

2. Presentation:

8 mins

Present the verb forms through action cards.



Present the form from the infinitive form of the verb or elicit the form from the students.

* Make sure to present the meaning of the present tense form:
Habitual, Continuous & Simple Future.

සුභිල් දැක් හේ බොනවා

සුභිල් තෙට හේ බොනවා

සුභිල් හැමදාම හේ බොනවා

3. Practice:

Listening -

5 mins

1. Show the action card and say right/wrong verbs and get the students to say Yes/No.
2. Distribute the cards to the students and ask them to show you the right card when you say it.

Listening & Speaking -

15 mins

1. Ask the students to repeat after you.
2. Show the card and say an incomplete sentence and get the students to put the right verb and complete the sentence.

Tr: සුහිල් දැක් සේ _____.

Ss: බොනවා

Tr: එයා බත් _____.

Ss: කනවා

3. Relate a simple story and get the students to put the action cards in order.

Speaking -

15 mins

1. Place the cards backwards on a table and pick a card and ask the students to guess it.
2. Show the action cards and get the students to say the verbs.
3. Get the students to do the above activity in pairs.
4. Get them to say complete sentences.

4. Application (use):

10 mins

1. Ask the students to do the above story activity in pairs or in two groups.

5. Assessment (Task):

10 mins

Give the students the following questions and ask them to work in pairs.

1. ඔයා හැමදම වඩුමට යනවද?
2. ඔයා හැමදම බියර් බොනවද?
3. ඔයා හැමදම නෑනවද?
4. ඔයා හැමදම ටී.වී. බලනවද?
5. ඔයා හැමදම පත්තරේ ගත්තවද?

6. Contingency Plan:

1. Do a Concentration Game

7. Comments/Self Evaluation:

GRAMMAR NOTE

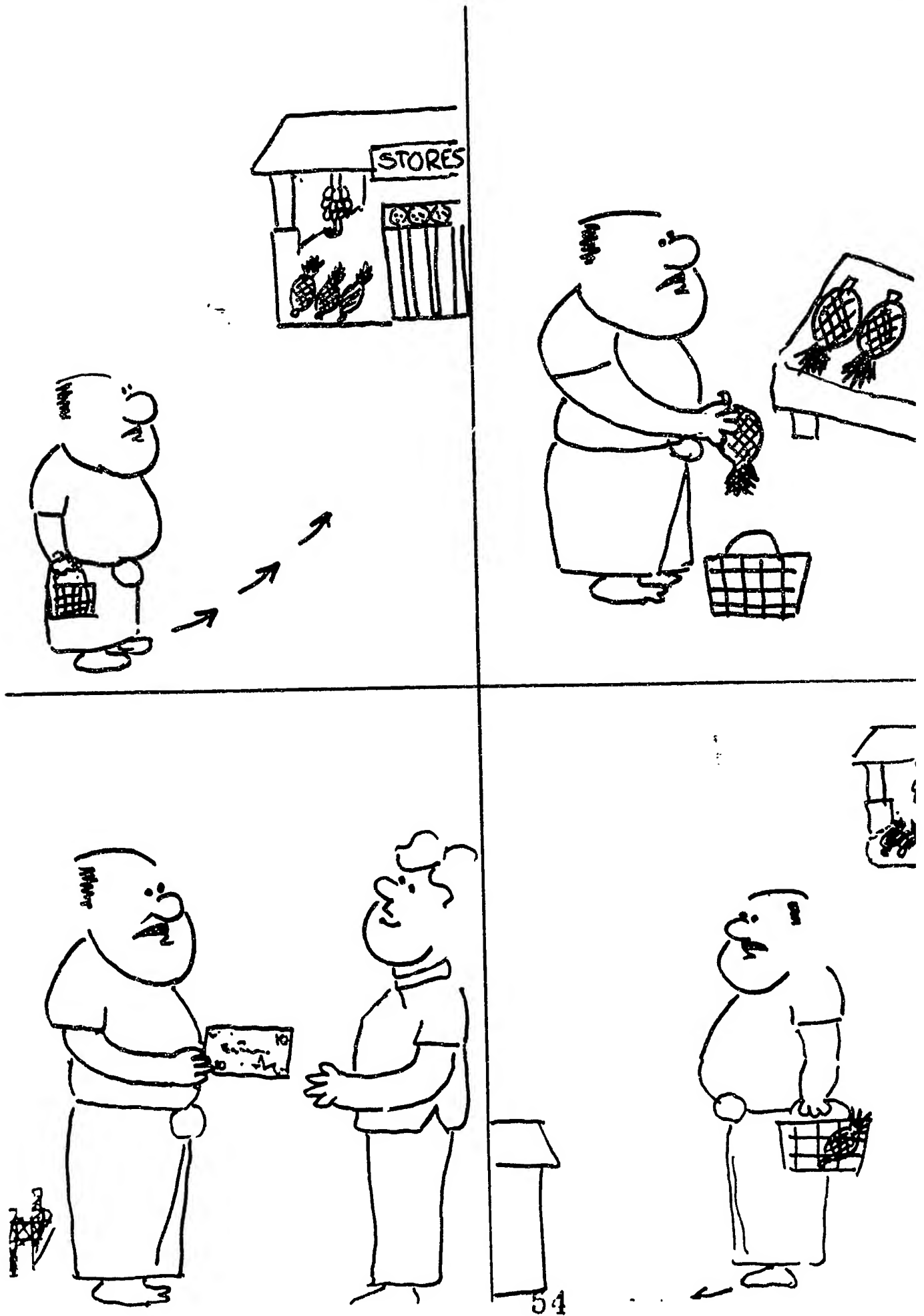
The Present tense form:

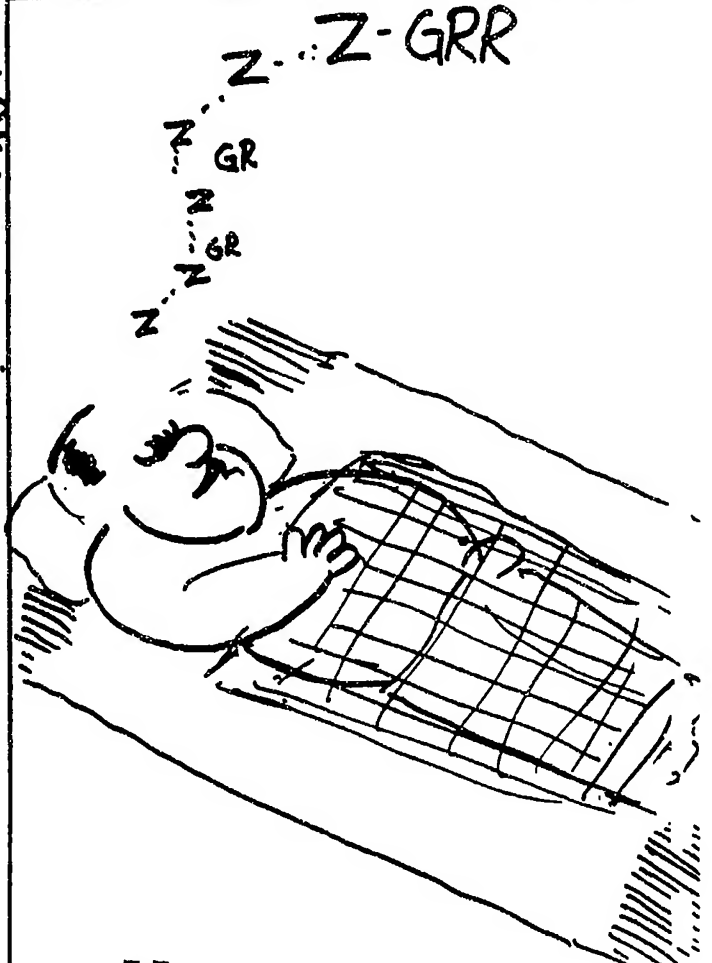
This is formed thus:

Verb stem + කවා

යනවා	go/es,	is/are/am going
එනවා	come/s,	is/are/am coming
බලනවා	look/s,	is/are/am looking
කනවා	eat/s,	is/are/am eating

This verb form denotes simple or continuous actions in the present tense.





LESSON PLAN II

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out information using the negative form
Teaching Point	Grammar: verb present tense negative එක්කේ නෑ, සත්කේ නෑ, බොක්කේ නෑ, ගත්කේ නෑ, දෙත්කේ නෑ
Materials needed	Picture dialogue, verb cards, information gap sheets

PROCEDURE

1. Warm up/Review:

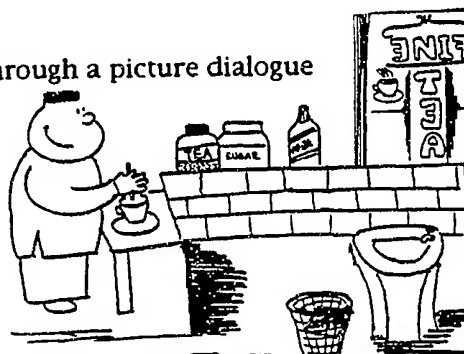
2 mins

Review the present tense verbs

2. Presentation:

8 mins

Present the concept through a picture dialogue



එයා තේ බොනවා නමුත් තෝපි බොක්කේ නෑ.

Present more examples for continuous and simple future meanings

3. Practice:

Listening -

15 mins

Describe four activities of a person (positive and negative) as shown below. Ask the students to say the wrong activity

Teacher's Chart

Students Chart

- a) Tim drinks tea
- b) He doesn't smoke
- c) He doesn't go to town
- d) He sleeps at 10 p.m.

- a) Tim drinks tea
- b) He smokes
- c) He doesn't go to town
- d) He sleeps at 10 p.m.

Give more examples as above

Topic: Personal Identification

24

Listening & Speaking -

10 mins

1. Say the affirmative and ask the students say the negative (group & individual)
2. Ask the students to complete sentences using verbs when you read them on a chart.

Tim tea / coffee X to town / movies X

Tr: Tim ජේ _____ . එයා කෝපි _____ etc.

Give more examples as above

Speaking -

5 mins

1. Information Gap exercise

	Tim	Julie
Malaria pills	?	✓
Coke	x	?
Pizza	✓	?
10 p.m.	?	x
Market	✓	?

	Tim	Julie
Malaria pills	x	?
Coke	?	✓
Pizza	?	✓
10 p.m.	✓	?
Market	?	x

4. Application (use):

15 mins

Read the following passage and ask the students to mark a 'x' in the chart every time they hear the present emphatic form

කපිල ජේ බොනවා. කපුල් කෝපි බොන්නේ නෑ. එයා අත්තායි කනවා. කුඩල්ස් කන්නේ නෑ. සුසිලා ජේ බොනවා. කෝපි බොන්නේ නෑ. කපුල් අත්තායි. කුඩල්ස් කනවා. හිලන්ති ජේ බොන්නේ නෑ. කෝපි බොන්නේ නෑ. එයා අත්තායි කන්නේ නෑ. කුඩල්ස් කනවා. සුකෙස් ජේ බොනවා. කෝපි බොන්නේ නෑ. එයා අත්තායි කන්නේ නෑ. කුඩල්ස් කන්නේ නෑ.

නම	ජේ	කෝපි	අත්තායි	කුඩල්ස්
කපිල				
සුසිලා				
හිලන්ති				
සුකෙස්				

5. Assessment (Task):

10 mins

1. Ask the students to do a survey to find out the following information from their peers and other Sri Lankans

If they eat rice for breakfast
 If they drink beer everyday
 If they watch TV news every night
 If they go to the town tomorrow
 If they are reading a book now
 If they sleep at 9 p.m. every night

* You could do this activity for homework as well

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

The Emphatic present verb:

This is formed thus:

Verb stem + ක්කේ

එක්කේ කන්කේ බොක්කේ සන්කේ

When used with කැ , it negates a present tense action.

එක්කේ කැ	do/es not come,	is/are/am not coming
කන්කේ කැ	do/es not eat,	is/are/am not eating
බොක්කේ කැ	do/es not drink,	is/are/am not drinking

When used with a question word, it makes a question word question.

එක්කේ කවුද?	who come/s?,	who is/are/am coming?
එක්කේ කවදද?	when do/es — come?,	when is/are/am coming?

* * *

Estimated Time	15 minutes
Objective	At the end of the lesson the students will be able to use the dialogue form in a Role Play
Teaching Point	Dialogue
Materials needed	Picture dialogue newsprint

* Use the lesson plan in page 18

... ..



Personal Identification

Competency : To introduce self

Situation : With host country nationals

Dialogue

Roles: PCT/Sri Lankan	Functions
<p>ජෙනි : මගේ නම ජෙනි. (My name is Jenny) ඔයාගේ නම මොකද? (What is your name?)</p> <p>කමල් : මම කමල්. (I am Kamal)</p>	<p>- introducing & asking for information</p> <p>- identifying</p>
<p>Grammar</p> <p>S (Genetive) case මගේ ඔයාගේ එයාගේ ඔබගේ අපේ එයාලගේ</p>	

LESSON PLAN I

Estimated Time	20 minutes
Objective	At the end of the lesson the students will be able to describe the owners of articles collected from the class.
Teaching Point	Grammar: S (Genetive) case මගේ බසායෙ එසායෙ මෙසායෙ අපේ එසාලයෙ
Materials needed	Realia

PROCEDURE

1. Warm up/Review:

2. Presentation:

5 mins

Present the form using examples

මගේ තම සම්පත්.
මේක මගේ පෑත. මේක මගේ පොත.

අමසායෙ තම කෝර්.
මේක කෝර්ගෙ බෑග් එක.
මේක එසායෙ කාර් එක.

Present more examples

3. Practice:

Listening -

5 mins

- Read out some statements and ask students to say right or wrong

Tr: 'Monalisa' Darwinchiගේ. හරිද? Ss: හරි

Tr: 'Bad' Michael Jacksonගේ. හරිද? Ss: හරි

Listening & Speaking -

5 mins

- Collect some items from the class and ask for the owner.

Tr: මේක කාගෙද? Ss: මගේ

Speaking -

5 mins

1. Collect more items from the classroom and distribute them to the students ask them to say the owner. You can do this by changing the items afterwards.

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun (Genitive case) [Animate nouns]

This is formed thus:

Noun/Pronoun (animate) + ເ

කමල්ගේ	Kamal's
එයාගේ	His/hers
අම්මගේ	Mother's

This form denotes the possessive form of animate nouns.

කමල්ගේ පෑන	Kamal's pen
එයාගේ බල්ලාගේ කෑම	His/her dog's food
අම්මගේ සාරිය	Mother's saree

LESSON PLAN II

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to correct wrong statements using the new grammar
Teaching Point	Grammar: N(Genitive) case [Inanimate Nouns]
Materials needed	A US map, Newsprint with statements

PROCEDURE

1. Warm up/Review:

2. Presentation:

10 mins

Present the concept through examples

Show a map of the US and say **මේ ඇමරිකාව. ඇමරිකාවේ ජනපද 50 ක් තිබෙනවා.**

වෙස්ට් ජනපදයේ capitol එක Austin.

Show a flower and say

මේ මල හරි ලස්සනයි. මේ ඔහු colors ගොඩක් තිබෙනවා.

මගෙ වවුම මාතර. මගෙ කෑම මම අකරුවන.

3. Practice:

Listening -

5 mins

1. Read right/wrong statements using the form and get the students to say right/wrong.

Tr: **මේ කතමේ කම Jurassic Park**

Ss: **වැරදියි.**

Tr: **Watch එකේ වෙලාව වැරදියි**

Ss: **හරි**

Listening & Speaking -

5 mins

1. Get the students to answer questions such as..

1. **මයාගේ සල්ෆි තිබෙන්නේ කොහෙද?**

2. **කැමරා එක තිබෙන්නේ කොහෙද?**

3. **මයා නැවතලා ඉන්නෙ කොහෙද?**

Speaking -

10 mins

1. Get the students to correct sentences like...

1. පන්තියෙන් ලබයි ඉගෙනගත්තවා
2. මගේ ගමගේ තම ගුරුදෙණිය.
3. මේ ගොත්තේ කවරෙ ලස්සනයි.

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun(Genitive case) [Inanimate nouns]

For class 1 nouns:

Genitive ending of class 1 noun are formed thus

Direct case

Genitive case

බස් එක
බෝඩි එක

බස් එකේ
බෝඩි එකේ

For class 2 nouns

Direct case

Genitive case

පොත
පුදුව

පොතේ
පුදුවේ

Topic - Personal Identification

BEST COPY AVAILABLE

For class 3 nouns (Some names of places in Sri Lanka)

<u>Direct case</u>	<u>Genitive case</u>
කොළඹ මාතර වැලිමඩ	කොළඹ මාතර වැලිමඩ

For class 4 nouns

<u>Direct case</u>	<u>Genitive case</u>
කෝට්ටේ ජයේලේ මාතලේ රජනපුරේ	කෝට්ටේ ජයේලේ මාතලේ රජනපුරේ

For class 5 nouns (names of foreign places/countries)

<u>Direct case</u>	<u>Genitive case</u>
New York Japan California	New York වල Japan වල California වල

Use of Genitive:

This case may be an equivalent of the English 's construction or "of" construction.

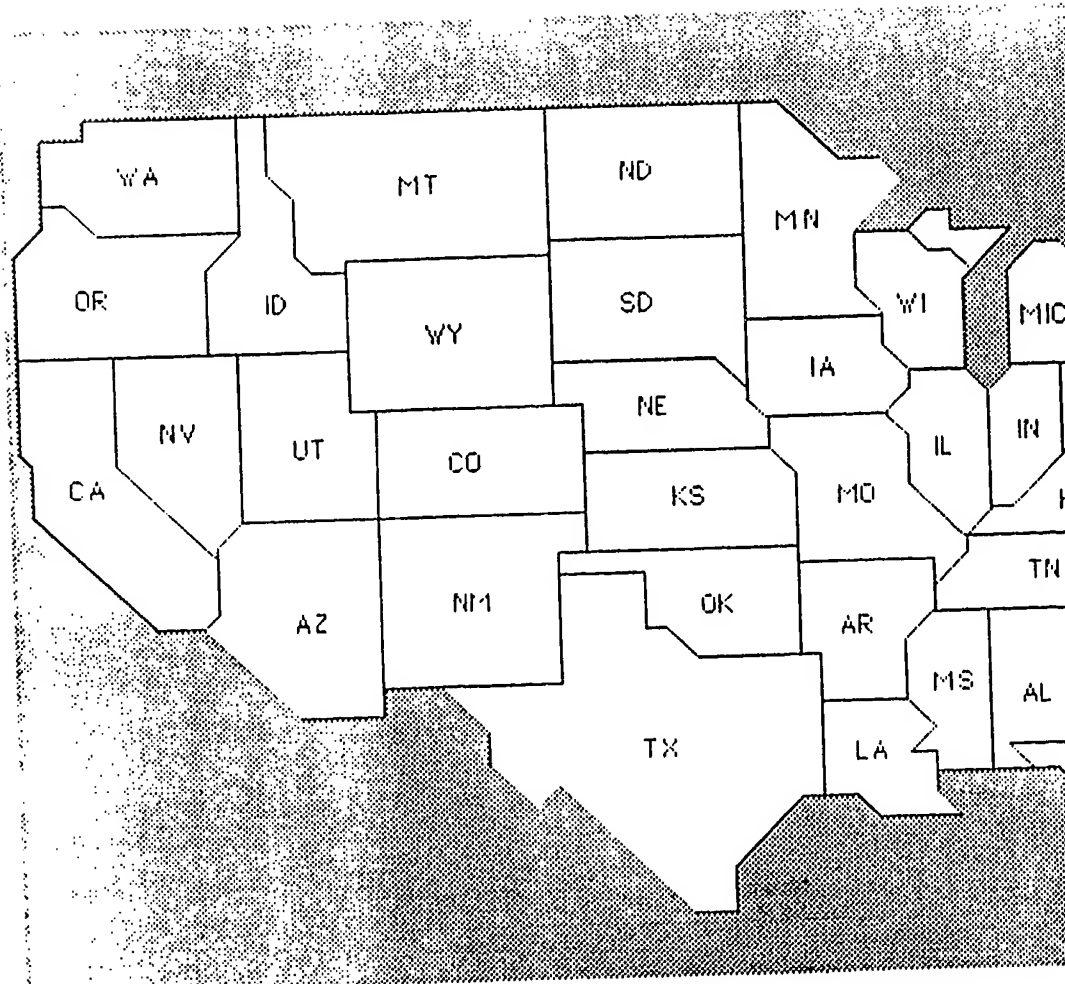
මේ පොතේ නම..... The name of this book is

This case may also be an equivalent of the English in/on construction.

එය දැන් කුඩර. He is in Kandy now.

With place names, it may also equate with the English adjectival form of the place name:

ලංකාවේ මිනිස්සු Sri Lankan people



LESSON PLAN III

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to find out names of three Sri Lankans using the dialogue
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips, word strips

PROCEDURE

1. Warm up/Review: 5 mins

Review necessary vocabulary.

2. Presentation: 5 mins

Present the dialogue skeleton and elicit the dialogue from the students.

3. Practice:

Listening - 10 mins

1. Read it several times taking both roles in the dialogue.
2. Cut up the dialogue into words and mix them up. Ask the students to put it together when you read.

Listening & Speaking - 5 mins

1. Take one role and practice the dialogue with the students.

Speaking - 10 mins

1. Students practice the dialogue in pairs

4. Application (use): 10 mins

1. Write names of famous people and make paper strips and put them in the middle. Student pick up and practice in pairs.

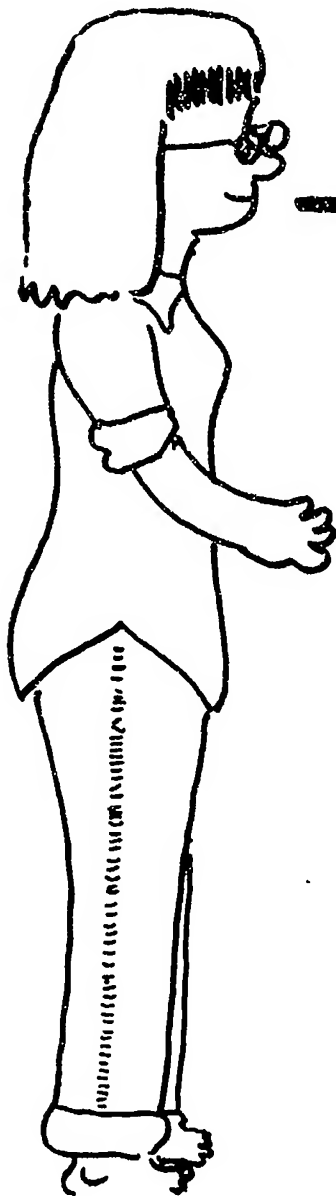
5. Assessment (Task):

10 mins

Send the students to find out names of some Sri Lankans in the training site.

6. Contingency Plan:

7. Comments/Self Evaluation:



මගේ භාව ජේනී
ඔයාගේ නම මොකද්ද?

ම. කවල්

Personal Identification

Competency : To ask and answer questions about one's background

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan		Functions
කමල්	ඔයා කොතෙක්ද? (Where are you from?)	- asking for information
ජෙඩ්	මම ඇමරිකාවෙන් (I'm from America)	- giving information
<p>Grammar</p> <p>Question words කවුද, හවුද, කොතෙක්, කොතෙක්ම, කොතෙක්ද, මොකද්ද, මොකටද, ඇයි, කීයද, කීසමද</p> <p>Instrumental case - inanimate nouns පැතෙක් පුටුවෙන් කවෙන් බස් එතෙක් ලංකාවෙන් ඇමරිකාවෙන්</p>		

LESSON PLAN I

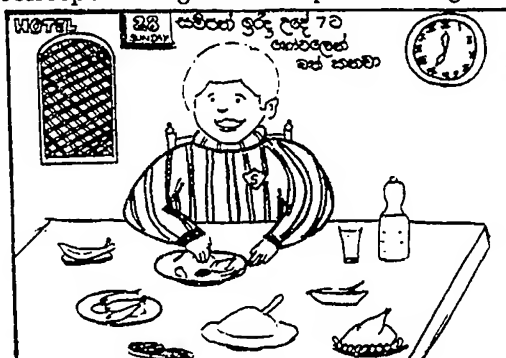
Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to find out personal information from the peers using question words
Teaching Point	Question Words කවුද, කවදද, කොතෙද, කොහොමද, කොතෙන්නද, මොකද්ද, මොකවද, ඇයි, ඒයද, ඒයවද
Materials needed	Newsprint, picture dialogue, strips, picture cards

PROCEDURE

1. Warm up/Review: 3 mins

2. Presentation: 12 mins

Present the concept through a description dialogue



සමසන් ඉරිදා උදේ 7 ට හෝටලෙන් බත් කනවා

මොන කවුද?	- සමසන්
එයා කවන්නේ මොකවද?	- බත් කනවා
එයා කන්නේ මොකවද?	- බත්
එයා කන්නේ කොහොමද?	- හෝටලෙන්
එයා බත් කන්නේ ඒයවද?	- උදේ 7ට
එයා බත් කන්නේ කවදද?	- ඉරිදා

3. Practice:

Listening -

5 mins

1. Cut up the above answers; make strips and give them to the students. Then ask the students to show you the correct answer when you ask the questions randomly.

Listening & Speaking -

10 mins

1. Put some sentences on the board. Point to the different words of sentences and ask the students to say the correct question word

කිසි හෙව නවස 3 ට අමෙරිකාවට සතවා

Tr: කිසි

Ss: කවුද?

Tr: හෙව

Ss: කවදද?

2. Give a passage and ask questions from it

Speaking -

10 mins

1. Divide the classroom into pairs and ask one of them to ask questions from the other looking at the passage on board.
[specific words must be underlined in the passage]

4. Application (use):

8 mins

1. Ask the students to talk to each other and find out information like the following.
 - his/her name
 - place where lives
 - job
 - hobbies

5. Assessment (Task):

5 mins

Ask the students to report the above activity to the class

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

See Emphatic form of noun for clarification on forming of question word questions.

10756

සිංහල
SUNDAY

සිංහල ප්‍රඥා පුවත් 16
කොටසින්
කතාව



LESSON PLAN II

Estimated Time	55 minutes
Objective	At the end of the lesson Ss. will be able to use the grammar structure to find out where people are from.
Teaching Point	Grammar: S(instrumental) case පැහැදිලි කළයුතුය. කවරින් කවරින් ඉන්ද්‍රියයෙන් දැනගන්නාද?
Materials needed	Picture dialogue, Paper strips

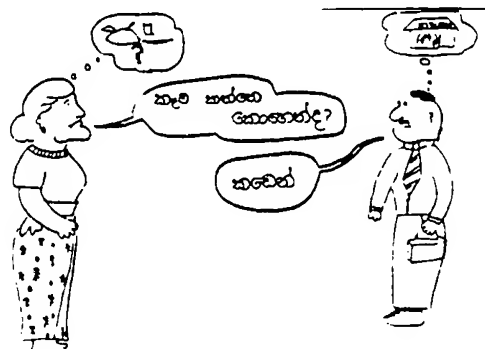
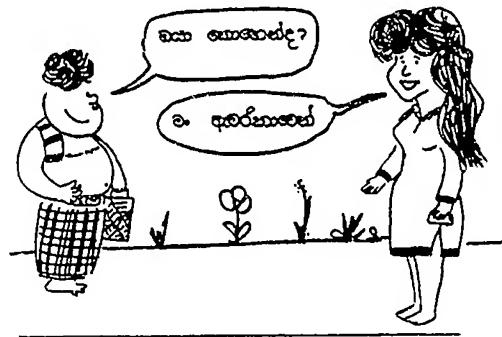
PROCEDURE

1. Warm up/Review:

2. Presentation:

5 mins

Present the concept through a picture dialogue



3. Practice:

Listening -

10 mins

1. Read out some sentences with correct and wrong usage of the instrumental case and ask the students to identify the wrong ones and ask why.

Listening & Speaking -

5 mins

1. Say the direct form of the noun and ask the students to tell the instrumental form.

Speaking -

10 mins

1. Divide the students into pairs and give them the following questions to be asked and answered.
 - a) Where do you come from?
 - b) Where do you eat?
 - c) How do you write notes?
 - d) When do you go from Sri Lanka?
 - e) How do you come to the training site?

4. Application (use):

Write some towns of Sri Lanka on paper strips and distribute them among the students. Students work in pairs and practice the dialogue.

St. A: **ඔබ කොතැන්ද?**

St. B: **මම නුගරාමයයි.**

5. Assessment (Task):

10 mins

Ask the students to speak to some Sri Lankans and find out where they are from.

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

Instrumental case (Inanimate nouns)

This is formed thus:

For class 1 and 4 nouns add - එක to the direct form

බස් එක	බස් එකෙන්
කඩ	කඩෙන්

For class 3 nouns add -ගත් to the direct form

ගෙදර	ගෙදරත්
නුවර	නුවරත්

For class 5 nouns add -වලත් to the direct form

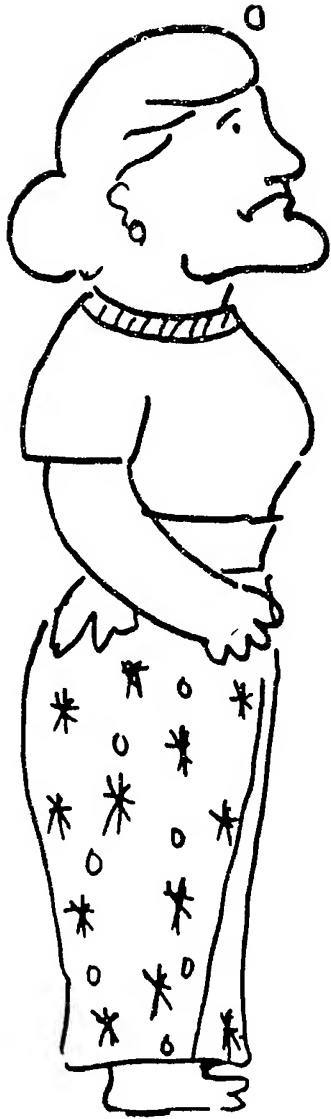
New York	New York වලත්
Japan	Japan වලත්

Use of Instrumental Case:

This is an equivalent to the prepositional construction of 'from' or 'by' of English.

බස් එකෙන් ආවා	came by bus.
එය ඇමෙරිකාවෙන්	He is from America.





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කුම කන්න
කොහොන්ද?

කඩෙන්

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Personal Identification

Competency : To ask and answer questions about one's background

Situation : With host country nationals

Dialogue II

Roles: PCT/Sri Lankan		Functions
කමල්	ඔයා දැන් ඉන්නේ කොහොද? (Where do you stay (now)?)	- asking for information
සෙසී	ගාල්ලේ (in Galle)	- giving information
Vocabulary Time Adverbial: දැන් ඉන්නෙල්ලා පස්සේ ඉදි කොට ඒකේ		
Grammar Verb (present emphatic) + Question word		

LESSON PLAN I

Estimated Time	35 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items and make factual sentences
Teaching Point	Time Adverbial: දැන් ඉස්සෙල්ලා පස්සේ අද හෙව ඊසේ
Materials needed	Newsprint

Procedure

1. Warm up/Review: 5 mins

Review the time adverbials උදේ දවල් හවස

2. Presentation: 10 mins

Present the concept through examples.

දැන් වෙලාව 8.30 යි. දැන්ම උගත්තහවා. දැන්ම කලා ඉගෙනගත්තවා

Use the PST Schedule and say අද 18 හෙව 19 ඊසේ 17

3. Practice:

Listening - 5 mins

1. Say some factual sentences and ask the students to say Yes or No

දැන් අපි කතවා
ඊසේ Sunday

හෙව අපි සිංහල ඉගෙනගත්තේ නෑ
පස්සේ අපි වවුමට යනවා

Listening & Speaking - 5 mins

1. Reverse the above activity. Say a sentence and ask the student to say when it is done.

Tr: අපි ඉගෙනගත්තවා

Ss: දැන්

Tr: කෝර් එකවා

Ss: හෙව

Speaking -

10 mins

1. Ask students to say some activities that they do on the above learnt times

ಕೂಡೆ 1. _____
2. _____
3. _____

ಹಾಡು 1. _____
2. _____
3. _____

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to find out information using the dialogue
Teaching Point	Dialogue
Materials needed	Picture dialogue, Paper strips, a map of Sri Lanka

PROCEDURE

1. Warm up/Review: 5 mins

Review the question words

2. Presentation: 10 mins

Present the dialogue through a picture dialogue



Present the Genitive case of Nouns denoting towns of Sri Lanka.

කොළඹ මාතර අනුරාධපුර මහනුවර කුරුණෑගල කුලියාපිටිය නුවරඑළිය කතරගම
මාතලේ බණ්ඩාරවෙල ගම්පොල

3. Practice:

Listening -

5 mins

1. Read the direct and genitive form of the above ask students to find the correct genitive form on a list.

Fr: a) කොළඹ b) කොළඹේ

Ss: a

Listening & Speaking -**5 mins**

1. Distribute strips of paper with names of towns on them and ask students to respond when you ask questions like:

Tr:	ඔයා ඉන්නේ කොහෙද?	Ss:	ගාල්ලේ
Tr:	ඔයා වැඩ කරන්නේ කොහෙද?	Ss:	බණ්ඩාරවෙල
Tr:	ඔයාගේ පාලුවා ඉන්නේ කොහෙද?	Ss:	මාතර

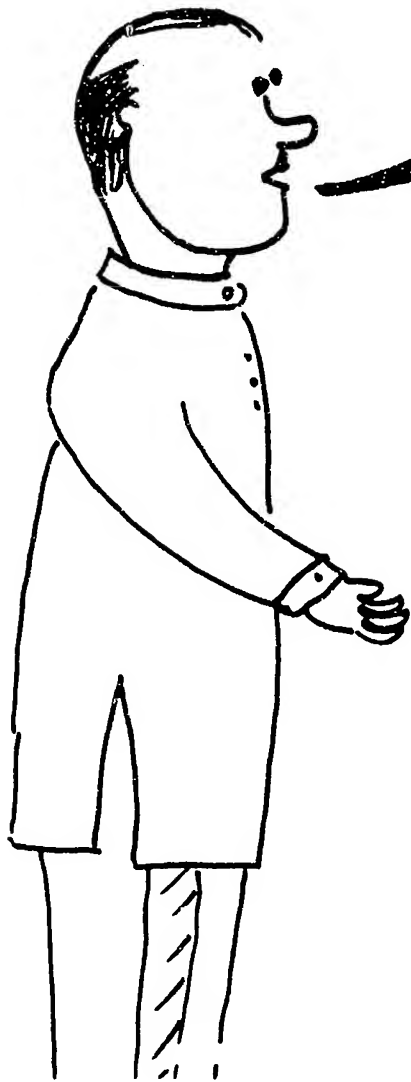
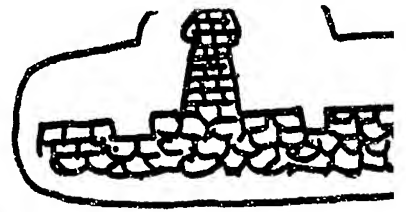
Speaking -**5 mins**

1. Get the students to practice above activity in pairs.

4. Application (use):**10 mins**

1. Ask the students to go around the training site and find out where every body live and the town that their parents live

5. Assessment (Task):**6. Contingency Plan:****7. Comments/Self Evaluation:**



ඔයා දැන් ඉන්නේ
කොහේද?

ගාල්ල

Personal Identification

Competency : To ask and answer questions about one's background

Situation : With host country nationals

Dialogue III

Roles: PCT/Sri Lankan		Functions
කමල්	මයා ඉපදුනේ කොතෙද? (Where were you born?)	- asking for information
ජෙෂ්	නිව්යෝර්ක් වල (In New York city)	- giving information
Vocabulary ගම මහලේ ජනපදේ දිස්ත්‍රික්කේ		
Grammar verb past tense ආවා ගියා කැවා බිට්වා ගත්තා දුන්නා verb past tense ආවේ නෑ ගියේ නෑ කැවේ නෑ negative බිට්වේ නෑ ගත්තේ නෑ දුන්නේ නෑ		

LESSON PLAN I

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items and find out information.
Teaching Point	Vocabulary: ගම කගර් ජනපද දිස්ත්‍රික්ක
Materials needed	SL map, US map, newsprint

PROCEDURE

1. Warm up/Review: 5 mins

Show the SL map and show the students where you lived. Show the US map and ask where the students live.

2. Presentation: 5 mins

Present the vocabulary items through the map and pictures of cities, towns, villages, states, districts.

3. Practice:

Listening - 5 mins

- Read out some sentences and ask the students to say right/wrong.

Tr: මහනුවර ගමක් Ss: wrong
Tr: නිවසොරක් කගරයක් Ss: right

Listening & Speaking - 10 mins

- Read the following passage and get the students to answer the questions.

ඇත්තියා ඉපදුනේ අමෙරිකාවේ. එයා ඉගෙනගත්තේ සේන්ට් ප්‍රැන්සිස්කෝ වල. සේන්ට් ප්‍රැන්සිස්කෝ ලොකු නගරයක්. ඒක තියෙන්නේ කැලිෆෝනියා ජනපදේ. එයා දැන් ලංකාවේ වැටකේදෙහිය ගමේ වැඩ කරනවා. ඒ ගම තියෙන්නේ මහනුවරදිස්ත්‍රික්කේ. එයා හැමදාම වගෙ ගම්පොල නගරේට බඩු ගන්න එනවා. එයාගේ යාලුවෝ ගොඩක් කැලිෆෝනියා වල ඉන්නවා. එයාට දැන් ලංකාවේ ගොඩක් යාලුවෝ ඉන්නවා.

- ඇත්තියා ඉපදුනේ කොහෙද?
- එයා ඉගෙනගත්තේ කොහෙද?
- සේන්ට් ප්‍රැන්සිස්කෝ ගමක්ද නගරයක්ද?
- සේන්ට් ප්‍රැන්සිස්කෝ තියෙන්නේ මොන ජනපදේද?
- එයා දැන් ලංකාවේ වැඩකරන්නේ කොහෙද?
- වැටකේදෙහිය තියෙන්නේ මොන දිස්ත්‍රික්කේද?
- එයා ගම්පොල නගරේට යන්නේ ඇයි?
- එයාට කැලිෆෝනියා වල ගොඩක් යාලුවෝ ඉන්නවාද?
- එයාට දැන් ලංකාවේ යාලුවෝ ඉන්නවාද?

Speaking -

5 mins

1. Get the students to answer the following questions

1. මායාගේ ජනපදයේ මොකද්ද?
2. අමෙරිකාවේ මායාගේ ගම මොකද්ද?
3. ලංකාවේ මායා ඉන්නේ කොහෙද?
4. ජික නිකේන්ගේ මොන දිස්ත්‍රික්කේද?
5. ගමේ මායාට යාලුවෝ ඉන්නවද?

4. Application (use):

5 mins

Get the students find out the above information from another class.

5. Assessment (Task):

5 mins

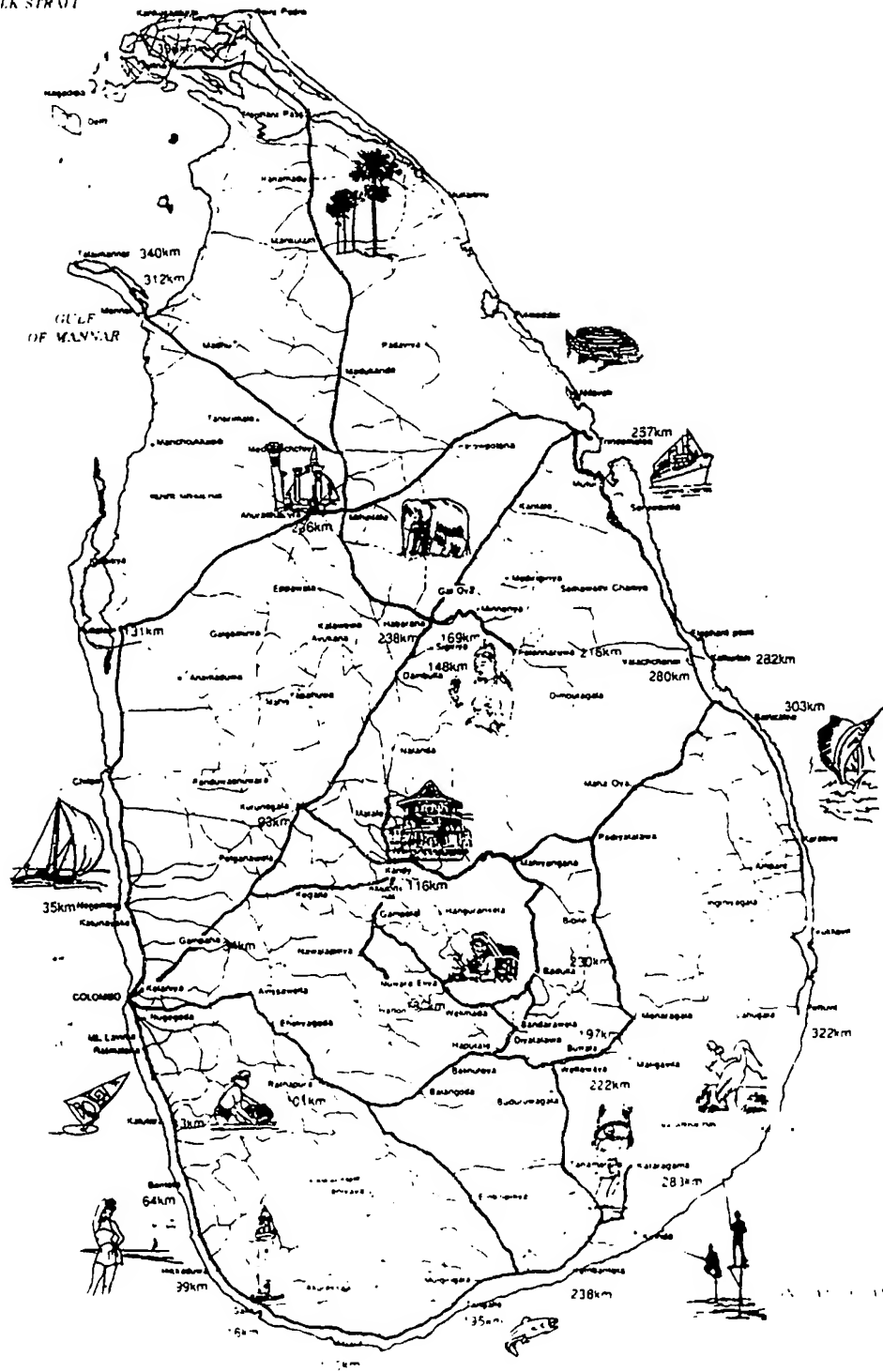
Ask them to present the above information to the class.

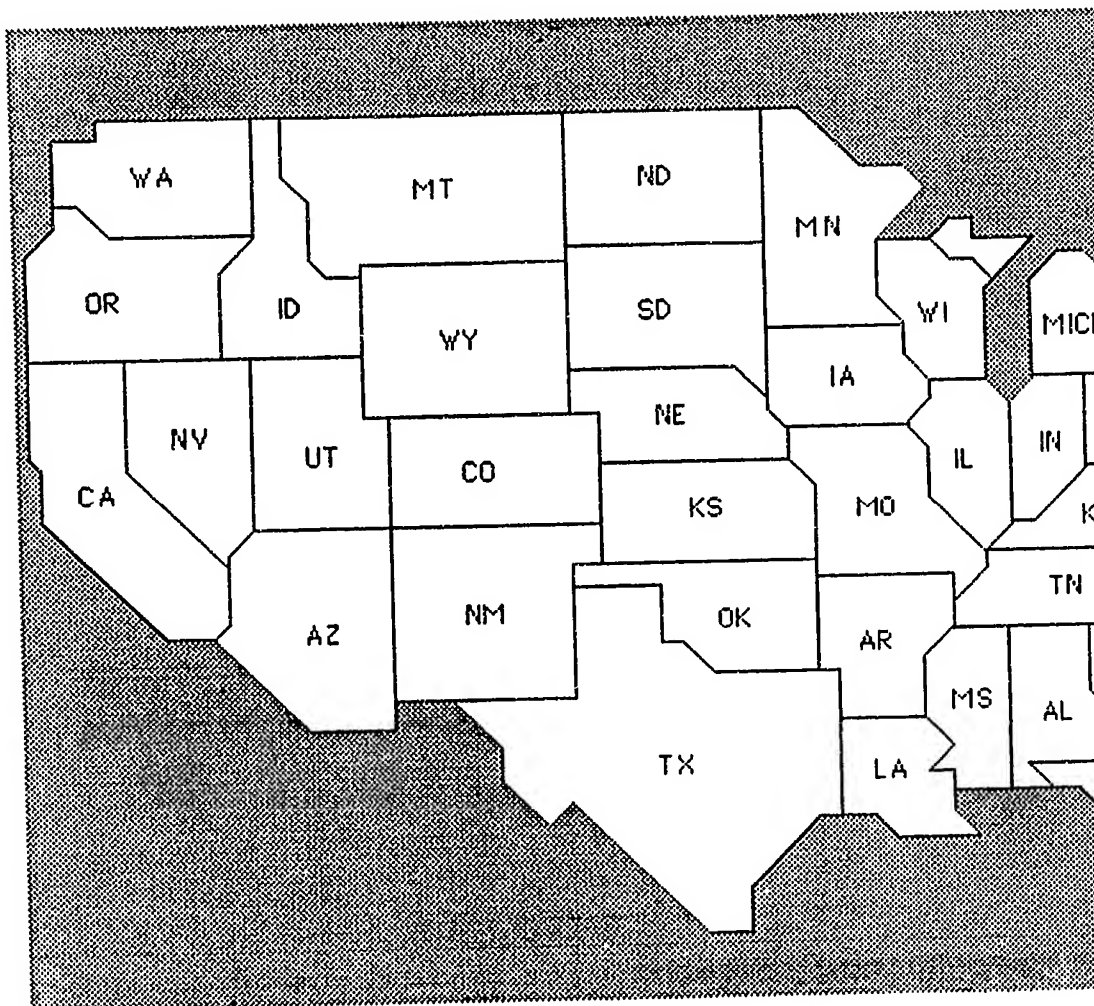
6. Contingency Plan:

Question -Answer Practice. Have students sit in a circle. They practice the exchange: "Where are you from? I'm from ____." Have students ask and answer the question. Add other exchanges about language spoken where they work.

7. Comments/Self Evaluation:

CALK STRAIT





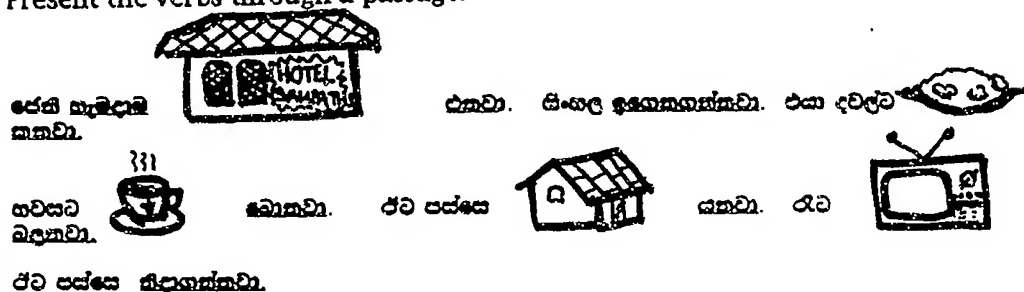
LESSON PLAN II

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the past tense verb to find out information
Teaching Point	Grammar: verb past tense എവിടെ എപ്പോൾ എന്തായി
Materials needed	Verb cards, newsprint with a passage

PROCEDURE

- | | |
|--|----------------|
| 1. Warm up/Review: | 5 mins |
| Review the present tense forms through action cards or Hangman Game. | |
| 2. Presentation: | 10 mins |

Present the verbs through a passage.



Write the passage on a newsprint with pictures. Have separate cards for ~~do~~ and past tenses of the above verbs. Paste one by one on the present tense verbs and change the passage into past tense.

Present the written form.

3. Practice:
- Listening - 5 mins
1. Distribute the verb cards to the students and ask the students to show the Sinhala word when you say the English equivalent.

Listening & Speaking -

5 mins

1. Ask the students to repeat after you.
2. Say a related word and ask the students to say the Sinhala equivalent.

Speaking -

10 mins

1. Practice the verbs through a communicative drill.

Student A: ඊයේ උදේ අවුටු මගේ කෙරුවේ මොනවද?

Student B: මං හේ බේරුවා.

Ask the students to substitute times and practice the dialogue.

4. Application (use):

5 mins

1. Ask the students to narrate what they did on the previous day morning, afternoon, and night.

5. Assessment (Task):

5 mins

Get the students to go out and find some people to ask what they did on the previous day.

6. Contingency Plan:

10 mins

Relate "Peter's Story."

7. Comments/Self Evaluation:

GRAMMAR NOTE

Past tense verb:

Formation of past tense is a bit irregular. However, patterns can be found in some. The form means actions that are completed.

එයා ගිය සුමානෙ ආවා She came last week

LESSON PLAN III

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the Past tense negative to present information
Teaching Point	Grammar: verb past tense negative എവിടെ ഇല്ല, കണ്ടിട്ടില്ല, നടന്നിട്ടില്ല, വന്നിട്ടില്ല, ഉണ്ടായിട്ടില്ല
Materials needed	Information Gap exercises, picture dialogue, grids, questionnaires

PROCEDURE

1. Warm up/Review:

2 mins

Review the past tense verbs

2. Presentation:

10 mins

Present the negative form through a picture dialogue.



Present more examples through the dialogue.

Topic: Personal Identification

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3. Practice:

Listening -

15 mins

1. Get the students to listen to the following passage and fill out the grid.

ඊයේ කපිල, සමසන්, නිලක්ති, ගිනිකා කුට්ටි ගියා. ඊට පස්සෙ, එයාලා වෙට්ට් එකට ගියා. කපිල බීයර් බිච්චා. හැබැයි එයා කෝක් බිච්චේ නෑ. එයා Pizza කෑවේ නෑ හැබැයි අප්ප කෑවා. සමසන් කෝක් බිච්චා හැබැයි එයා බීයර් බිච්චේ නෑ. එයා Pizza කෑවා හැබැයි අප්ප කෑවේ නෑ. නිලක්ති බීයර් බිච්චා. කෝක් බිච්චේ නෑ. එයා Pizza කෑවේ නෑ. අප්ප කෑවේ නෑ. ගිනිකා බීයර් බිච්චේ නෑ කෝක් බිච්චේ නෑ. එයා Pizza කෑවා ඒත් අප්ප කෑවේ නෑ. ඊට පස්සෙ සමසන්, කපිල movie එකක් බලන්න ගියා. ගිනිකා, නිලක්ති movie බැලුවේ නෑ. එයාලා TV බැලුවා. සමසන් TV බැලුවේ නෑ හැබැයි කපිල Travellers Nest අවා. ඊට පස්සෙ එයා TV බැලුවා.

	Pizza	අප්ප	කෝක්	beer	TV	movie
කපිල						
සමසන්						
නිලක්ති						
ගිනිකා						

Listening & Speaking -

10 mins

Give them a clue and prompt them to say positive and negative statements.

Tr: අද උදේ බත් කෑවේ නෑ රොට් Ss: අද උදේ බත් කෑවේ නෑ රොට්
කෑවේ නෑ හැබැයි පාන් කෑවා
Tr: අද උදේ තේ/කෝපි/වතුර Ss: අද උදේ තේ බිච්චේ නෑ කෝපි
බිච්චේ නෑ හැබැයි වතුර බිච්චා.

Speaking -

10 mins

1. Ask the students interpret the grid given above in the listening exercise

4. Application (use):

10 mins

1. Information Gap exercise

Topic: Personal Identification

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	eat rice	drink coke	watch T.V.	play cricket
Tim	?	✓	×	?
Kim	✓	?	×	✓
Kay	?	?	✓	?
Tom	✓	?	?	×

	eat rice	drink coke	watch T.V.	play cricket
Tim	×	?	?	×
Kim	?	×	?	?
Kay	✓	×	?	×
Tom	?	✓	×	?

5. Assessment (Task):

10 mins

Get students to go out of the class. Interview someone and find out the following information and present it to the class.

1. If he/she went to market this morning
2. If he/she watched TV news last night
3. If he/she washed clothes last Sunday
4. If he/she drank beer with friends last evening
5. If he/she cooked rice last night

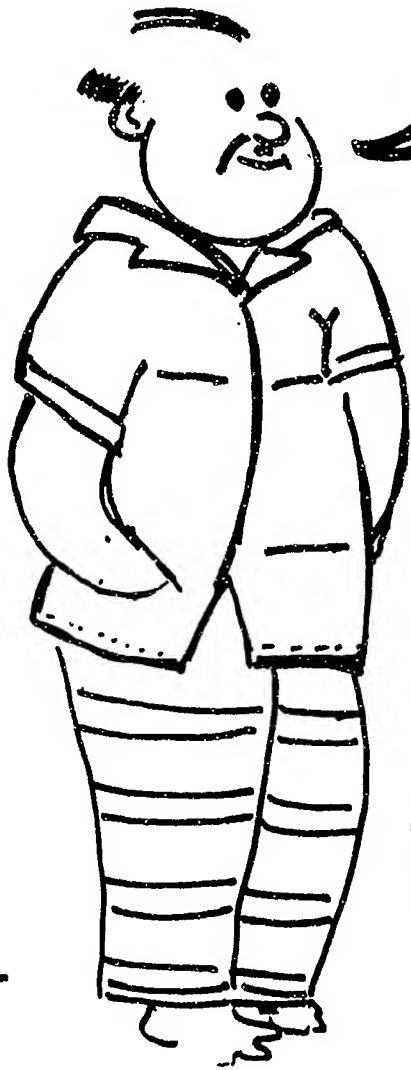
6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

The Past Negative:

The formation and usage is similar to that of the Emphatic Verb form of the present tense verb.



ඔයා අද සිංහල
ඉගෙනගත්තද?

ඔව්, ඉගෙනගත්තා



ඔයා ඊදි දෙමළ
ඉහෙනගත්තද?

නෑ! ඉහෙනගත්ත නෑ

LESSON PLAN IV

Estimated Time	25 mins
Objective	At the end of the lesson the students will be able to use the dialogue and find out information
Teaching Point	Dialogue
Materials needed	Newsprint with the dialogue

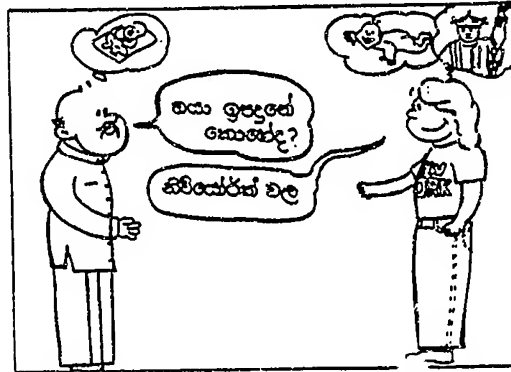
PROCEDURE

1. Warm up/Review:

2. Presentation:

4 mins

Present the dialogue through a picture



3. Practice:

Listening -

3 mins

Read it several times taking both roles

Listening & Speaking -

3 mins

Take one role and practice the dialogue

Speaking -

3 mins

Get the students to say where they were born when you ask the questions

4. Application (use):

10 mins

Ask the students to go out of the class and find out where everybody else were born.

5. Contingency Plan:

6. Comments/Self Evaluation:



ඔයා ඉපදුනේ
කොහේද?

නිව්යෝර්ක් වල



Personal Identification

Competency : To ask and answer questions about one's background

Situation : With host country nationals

Dialogue IV

Roles: PCT/Sri Lankan	Functions
<p>කමල් : ඔබ ඇමරිකාවේ ඉක්කනකොට රැස්කරින් කෙරුවද?</p> <p>(Did you do a job when you were in America?)</p> <p>සේනි : නැ. එයව විද්‍යාලයේ ඉගෙනගත්තා.</p> <p>(No, I studied at the university)</p>	<p>- inquiring</p> <p>- giving information</p>
<p>Grammar</p> <p>Present Verbal Adjective + කොට - when/whenever</p>	

LESSON PLAN I

Estimated Time	1 hour & 5 minutes
Objective	At the end of the lesson the students will be able to find out personal information using the grammar
Teaching Point	Grammar: Present Verbal Adjective + කොට (when/whenever)
Materials needed	Picture dialogues, paper strips, newsprint with the table, Copies of the listening cloze

PROCEDURE

1. Warm up/Review:

5 mins

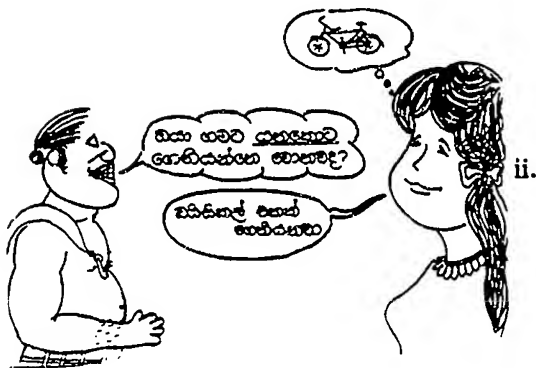
Review present tense verbs

2. Presentation:

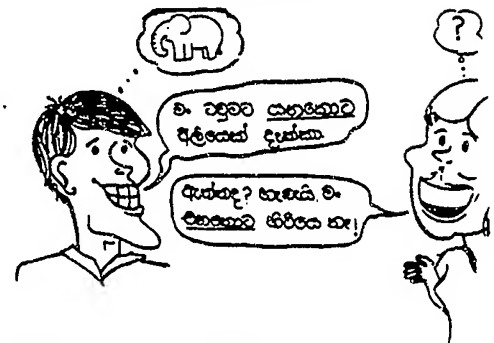
10 mins

Present the concept through a picture dialogue.

- i. A: මම නුවර වවුමට යනකොට අලියෙක් දැක්කා.
B: ඇත්තද? හැබැයි, මං එතැනකට ගිවිසේ නෑ.



- ii. A: මගේ ගමට යනකොට ගෙඩියක් මොනවද?
B: බයිසිකල් එකක් ගෙඩියකවා.



3. Practice:

Listening -

10 mins

1. Read the following cloze passage and ask the students to fill out the blanks on their copies.

කිසි ප්‍රංශයේ ඉක්කනකට ප්‍රංශ භාෂාව ඉගෙනගන්නා, එම ස්වයං එය ඇමරිකාවට ගියා. එය ඇමරිකාවේ ඉක්කනකට එයට යාලුවන් ගොඩක් හිටියා. එය දැන් ස්වෙඩිෂ් සේවකයෙක්. එය දැන් සිංහල ඉගෙනගන්නවා. එය හැමදාම ගෙදර සකකනට වවුමට යනවා. එය වවුමේ මිනිස්සු එක්ක සිංහල කතාකරනවා. එය සිංහල කතාකරනකනට මිනිස්සු හිතාගෙනවා. එය ලබන මාසේ එයගේ ගමට යනවා. එය ගමේ වැඩකරන්නකට සිංහල කතාකරනවා.

Listening & Speaking -

10 mins

1. Read the first part of the sentence and get the student to complete the other part.

1. දළඳ මාලිගාවට යනකොට.....
2. සයිට් එකට යනකොට.....
3. ඩෙලික් එක් ඉක්කනකොට.....
4. පුස්තකාල ඉක්කනකොට.....
5. ප්‍රින් එකක් යනකොට.....
6. පරිස්සු උයනකොට.....
7. Trainees සිංහල ඉගෙනගන්නකොට.....
8. ඇමරිකාවේ ඉක්කනකොට.....
9. Hostකන්කා බිටර් බොනකොට.....
10. කැමි කනකොට.....

Speaking -

15 mins

1. Get the students to make sentences using the table below:

මම	කැමි	උයන	කොට	සල්ලි දෙනවා
අපි	Movie	ගහන		හතුරු දානවා
එයා	cricket	කන		bawl කරනවා
එයාලා	Turkey	හඳුන		popcorn කනවා
විමි	විටලස්සන්	ගහන		වතුර බොන්නේ කෑ
	හටස හේ	බොන		snacks කනවා

4. Application (use):

10 mins

Divide the students into pairs. one student asks the following questions and the other answer.

1. මයා ඇමරිකාවේ ඉක්කනකොට තෙරුවේ මොනවද?
2. ඇමරිකාවේ මිනිස්සු බේස්බෝල් ගහනකොට කරන්නේ මොනවද?
3. මයා සයිට් එකට යනකොට මයාට බයිසිකල් එකක්, මදුරුදලක්, වෙතට එකක්. Sleeping bag එකක් දෙනවා. මයා ගෙහිසන්නේ මොනවද?
4. Hiking යනකොට ගෙහිසන්නේ මොනවද?

5. Assessment (Task):

Ask the students to find out what the Sri Lankans do when they give almsgiving

6. Contingency Plan:

Write some sentences on strips of paper using the structure. Cut the sentences into two so that the two clauses are divided. Mix them up and ask the students to rearrange the sentences meaningfully.

7. Comments/Self Evaluation:

GRAMMAR NOTE

Temporal Clause with - කොට (When /Whenever)

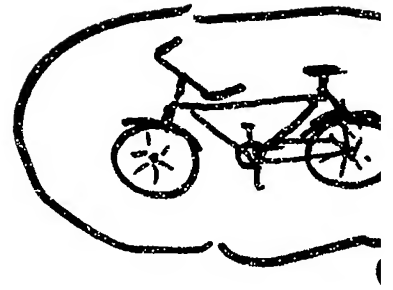
-කොට is added to a present verbal adjective to derive 'when' temporal clauses. The tense of the clause is determined by that of the finite verb. Thus:

මග වවුමට යනකොට මට කියන්න

Tell me when you go to town.

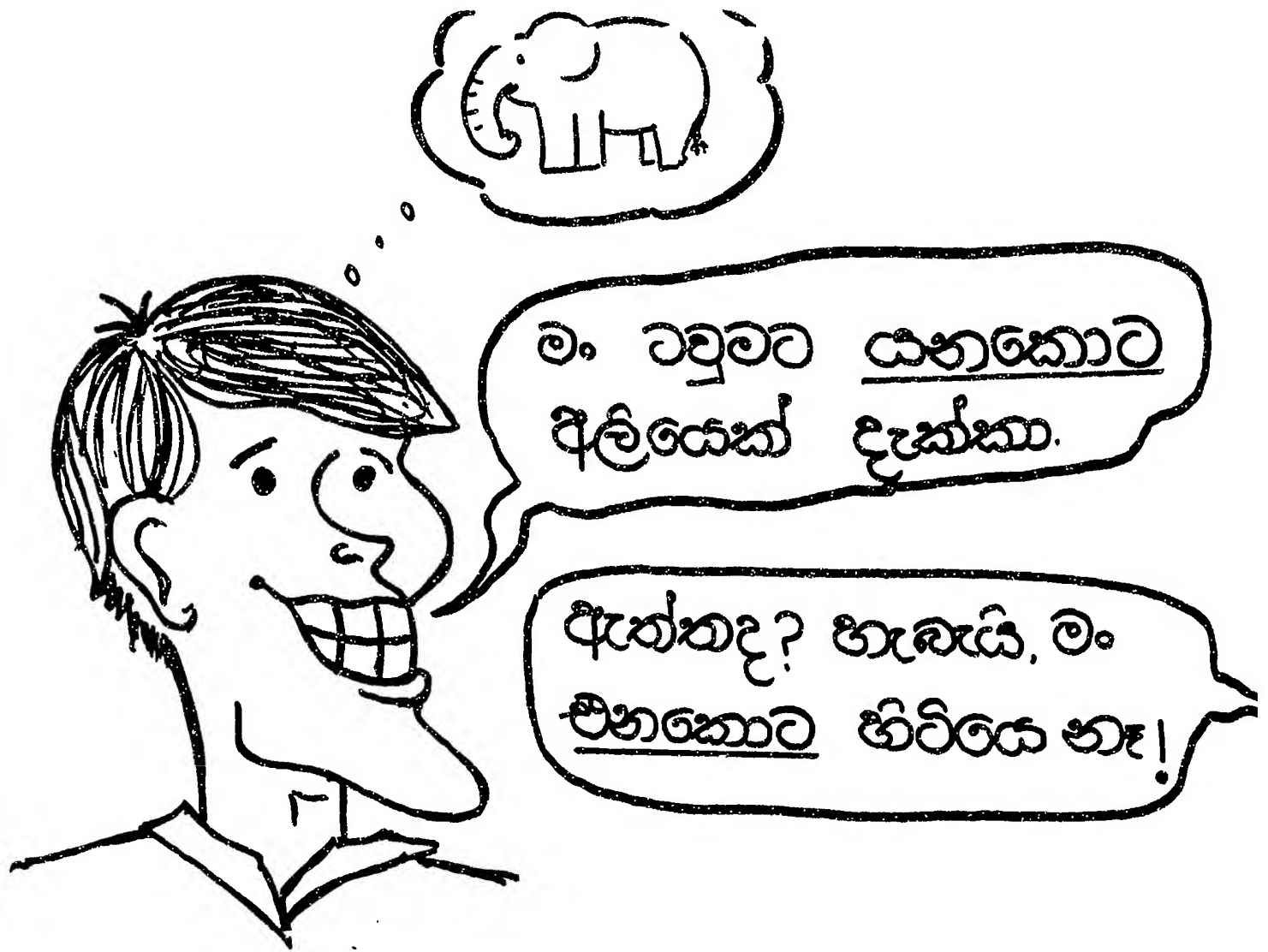
මග ඇමරිකාවේ ඉක්මනකොට කෙරුවේ මොනවද?

What did you do when you were America?



ඔයා ගමට යනකොට
ගෙවියන්නා මොනවද?

බඩිසකල් පිකක්
ගෙවියනවා



LESSON PLAN II

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items to say personal details
Teaching Point	Vocabulary: විශ්ව විද්‍යාලය, ඉක්කෝල, පුත්තකාල, පොත් උපාධිය, තොටිපොල, කැරවුම්, කෝටලේ & Dialogue
Materials needed	Building models, realia

PROCEDURE

1. Warm up/Review:

2. Presentation:

5 mins

Present the vocabulary through models and realia.

3. Practice:

Listening -

5 mins

1. Show a model and say a wrong name. Students say right/wrong
2. Place the models and realia on the table and say three names at a stretch. Ask the students to pick up the correct ones.

Listening & Speaking -

5 mins

1. Say a related word and ask the students to say the correspondent vocabulary item.

Speaking -

10 mins

1. Introduce the definite, indefinite and indefinite genitive of the above vocabulary items.
2. Get the students to answer the following question.

Tr: ඔබ ඇමෙරිකාවේ ඉක්කෝල කෙරුවේ මොනවද?

S: මං කෝටලේක වැඩ කෙරුවා

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

Personal Identification

Competency : To describe a place or a person

Situation : With host country nationals

Dialogue

Roles: PCT/Sri Lankan	Functions
<p>සුභිල් : ගාල්ල ලස්සනද? (Is Galle beautiful?)</p> <p>ජෝන් : ඔව්..ගාල්ල ලස්සනයි. (Yes. Galle is beautiful.)</p> <p>සුභිල් : කොළඹට වැඩිය ගාල්ල ලස්සනද? (Is Galle more beautiful than Colombo?)</p> <p>ජෝන් : ඔව්..කොළඹට වැඩිය ගාල්ල ලස්සනයි. (Yes. Galle is more beautiful than Colombo)</p>	<p>- asking for information</p> <p>- giving information</p> <p>- comparing</p> <p>- comparing</p>
<p>Vocabulary</p> <p>Adjectives (descriptive)</p> <p>ලස්සනයි පොඩ්ඩි ලස්ස දිගයි මහනයි කැනයි ලොකුයි මිට්ටි කොටයි කෙට්ටුයි</p> <p>Grammar</p> <p>N (Dative) + වැඩිය + S(Direct) + Adjective</p>	

LESSON PLAN I

Estimated Time	1 hour & 5 minutes
Objective	At the end of the lesson the students will be able to describe the people at the training site using adjectives.
Teaching Point	Vocabulary: Adjectives (descriptive) ලක්ෂණය පැවතීම උසයි දිගයි මහතයි කුෂලයි ලොකුයි මිදිසි කොටසි කෙටිවුයි
Materials needed	Pictures, stick figure pictures

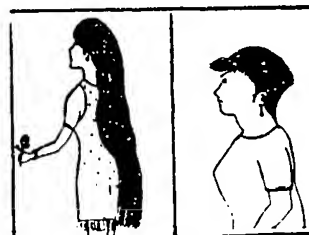
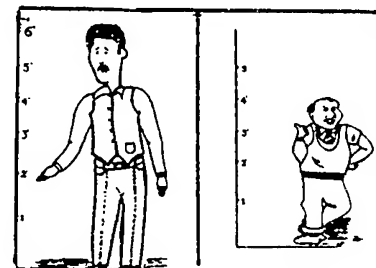
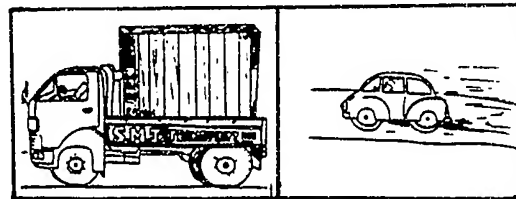
PROCEDURE

1. Warm up/Review:

2. Presentation:

15 mins

Present adjectives using stick figures and pictures of people and objects.



Topic Personal Identification

6.3

3. Practice:

Listening -

15 mins

1. Show a picture and describe it incorrectly and correctly. Students listen and say right or wrong.

Tr:	අලියා පොඬයි	Ss:	වැරදියි
Tr:	Coconut tree උසයි	Ss:	හරි
Tr:	කුමිසා මහතයි	Ss:	වැරදියි
Tr:	Marlon Brando මහතයි	Ss:	හරි
Tr:	Michell Fifer උස්සතයි	Ss:	හරි

2. Students listen to passage and mark on the sheet how many times they hear each adjective.

උස්සතයි	පොඬයි	උසයි	දිගයි	මහතයි	කැතයි	ලොකුයි	මිනිසු	කොටයි	කෙටිවුයි

Listening & Speaking -

10 mins

1. Prompt students to complete the sentences using appropriate adjectives.

Tr:	Golden gate bridge එක	Ss:	(දිගයි)
Tr:	Sylvester Stallone	Ss:	.....
Tr:	Bill Clinton	Ss:	.....
Tr:	Mount Everest	Ss:	.....
Tr:	Seattle	Ss:	.....

Speaking -

10 mins

1. Show the pictures and ask the students for the adjectives.
2. Ask the students to write down a name of a friend or a famous person. In pairs, one think of an adjective to describe the person and the other tries to guess the adjective after hearing who the person is.

4. Application (use):

5 mins

Ask the students to describe their identical partner.

5. Assessment (Task):

10 mins

Give a list of names at the training site and ask the students come up with adjectives to describe them.

6. Contingency Plan:

Do a chain drill of adjectives.

7. Comments/Self Evaluation

5'
6'

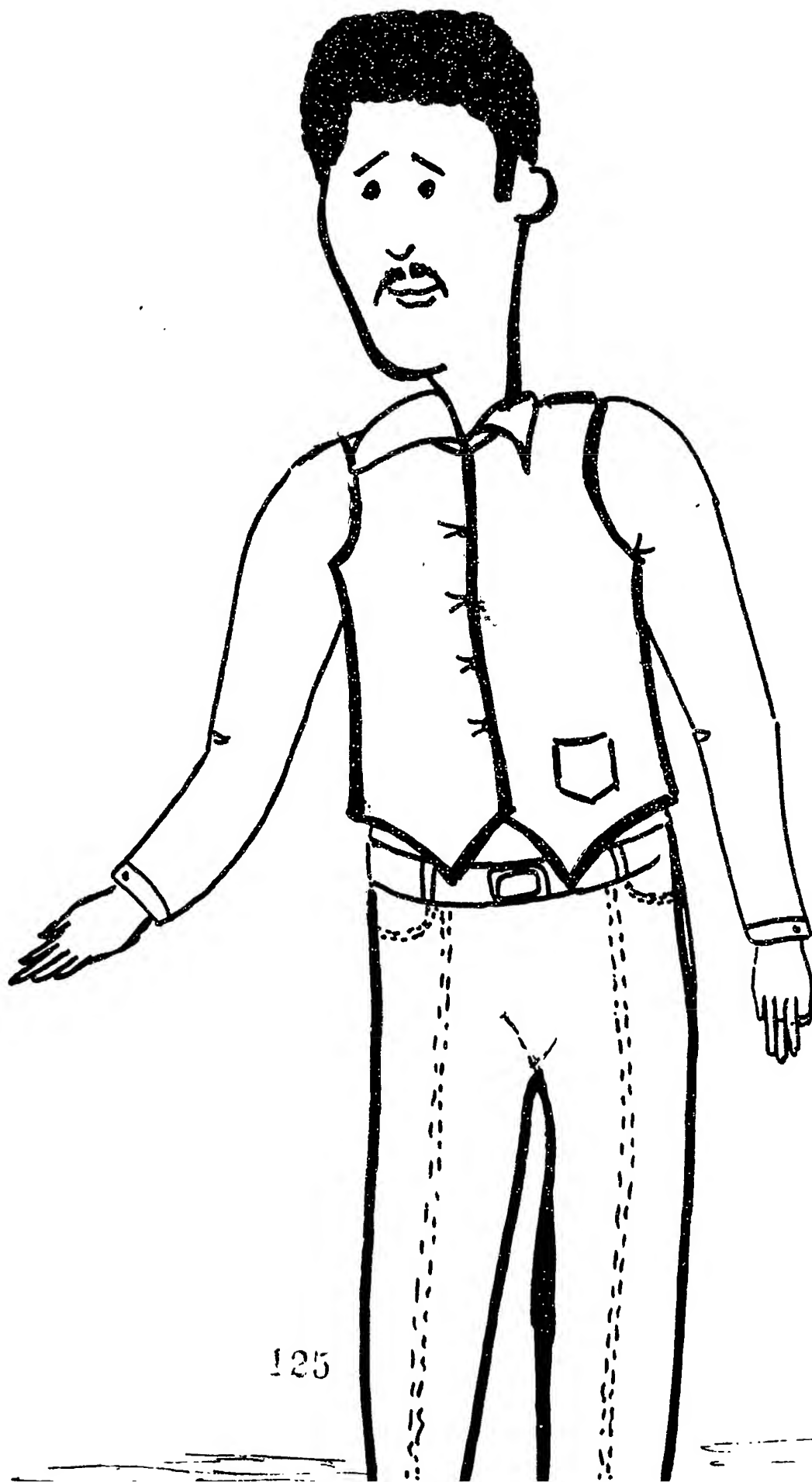
5'

4'

3'

2'

1'



5'

4'

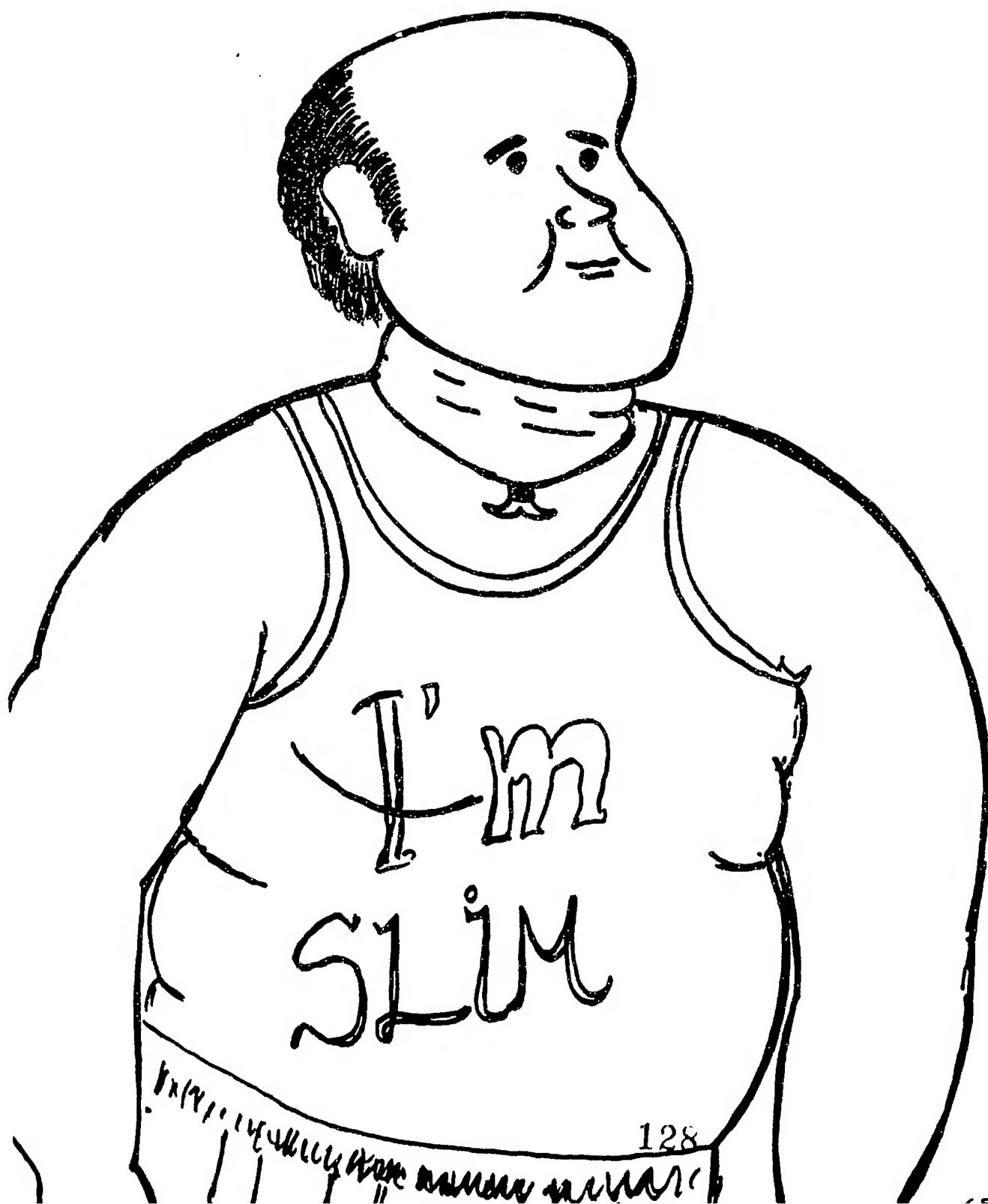
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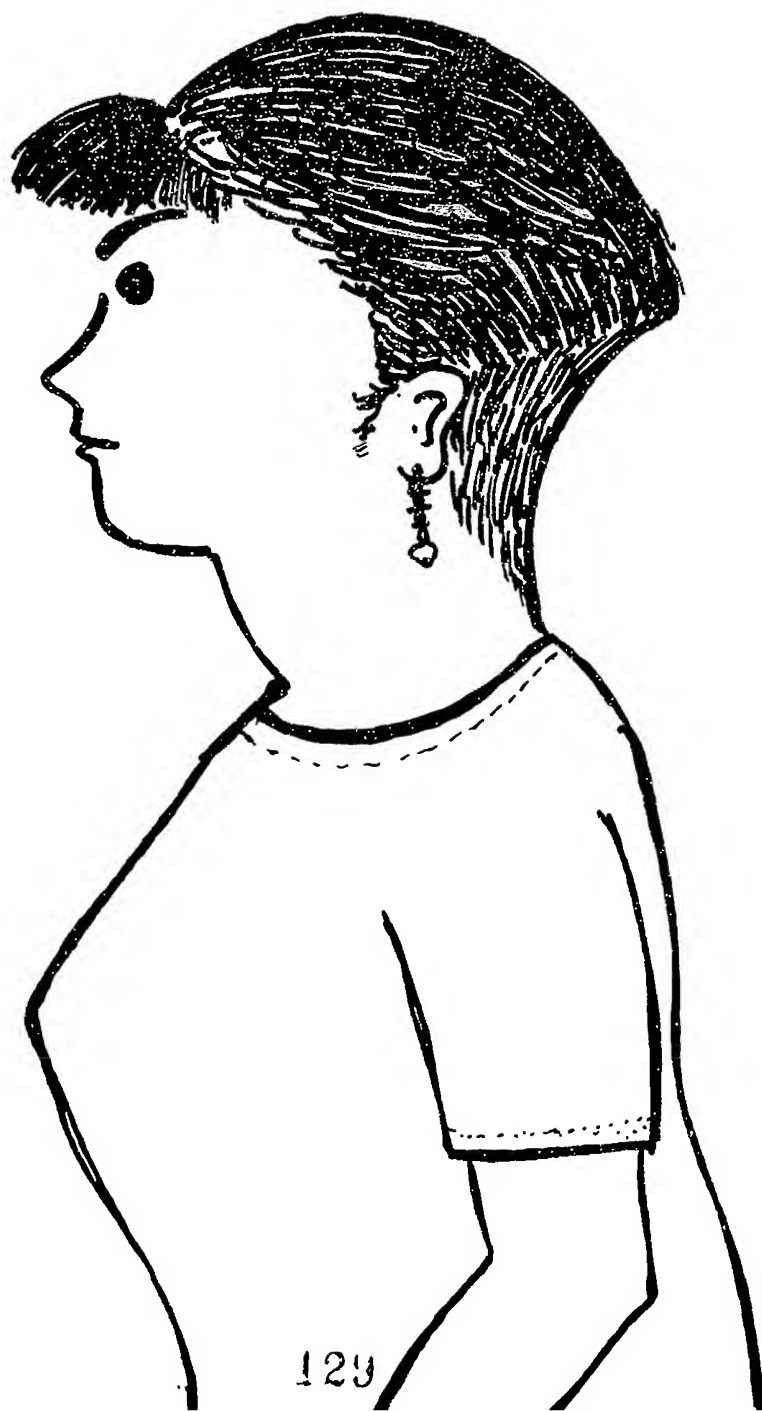
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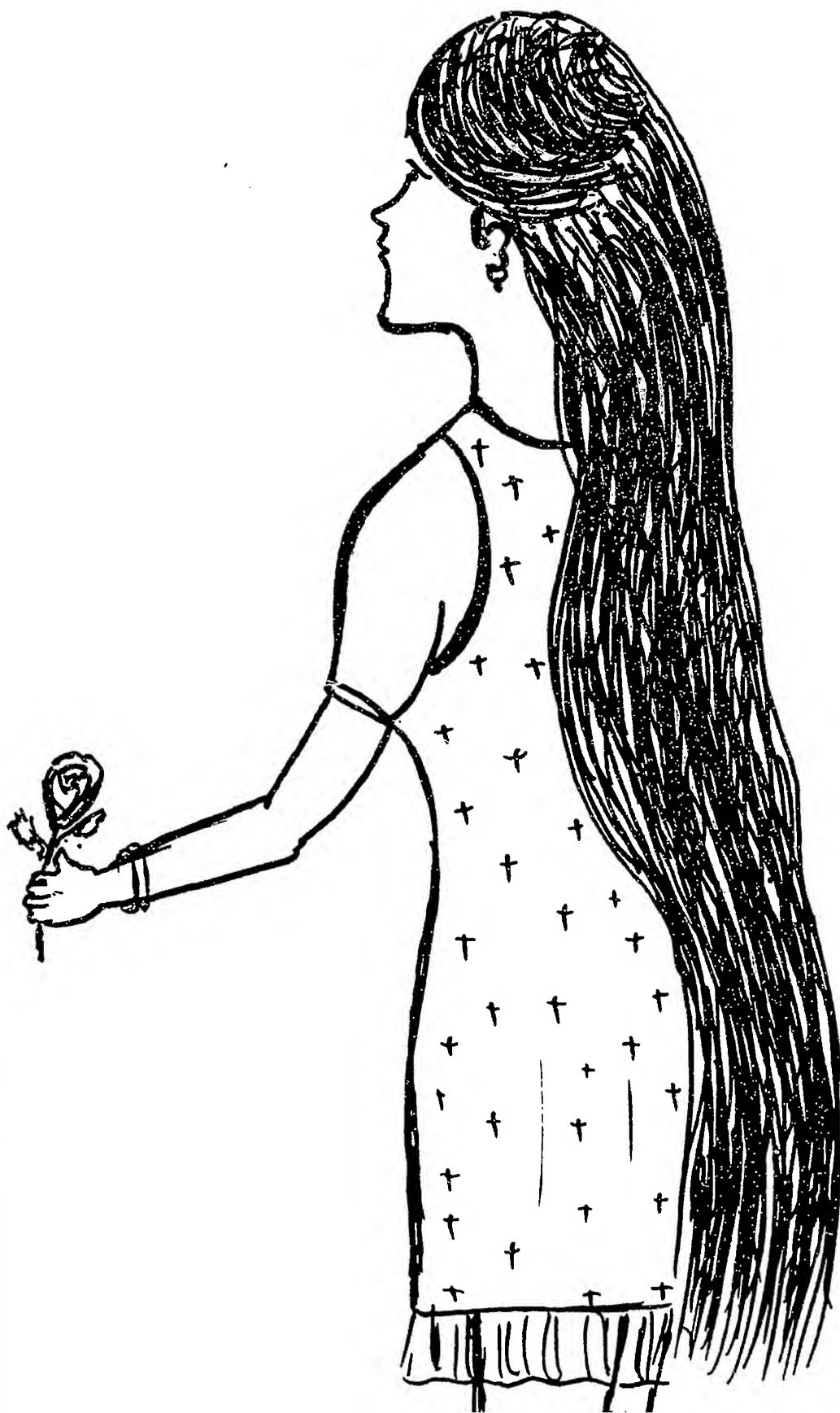
1'



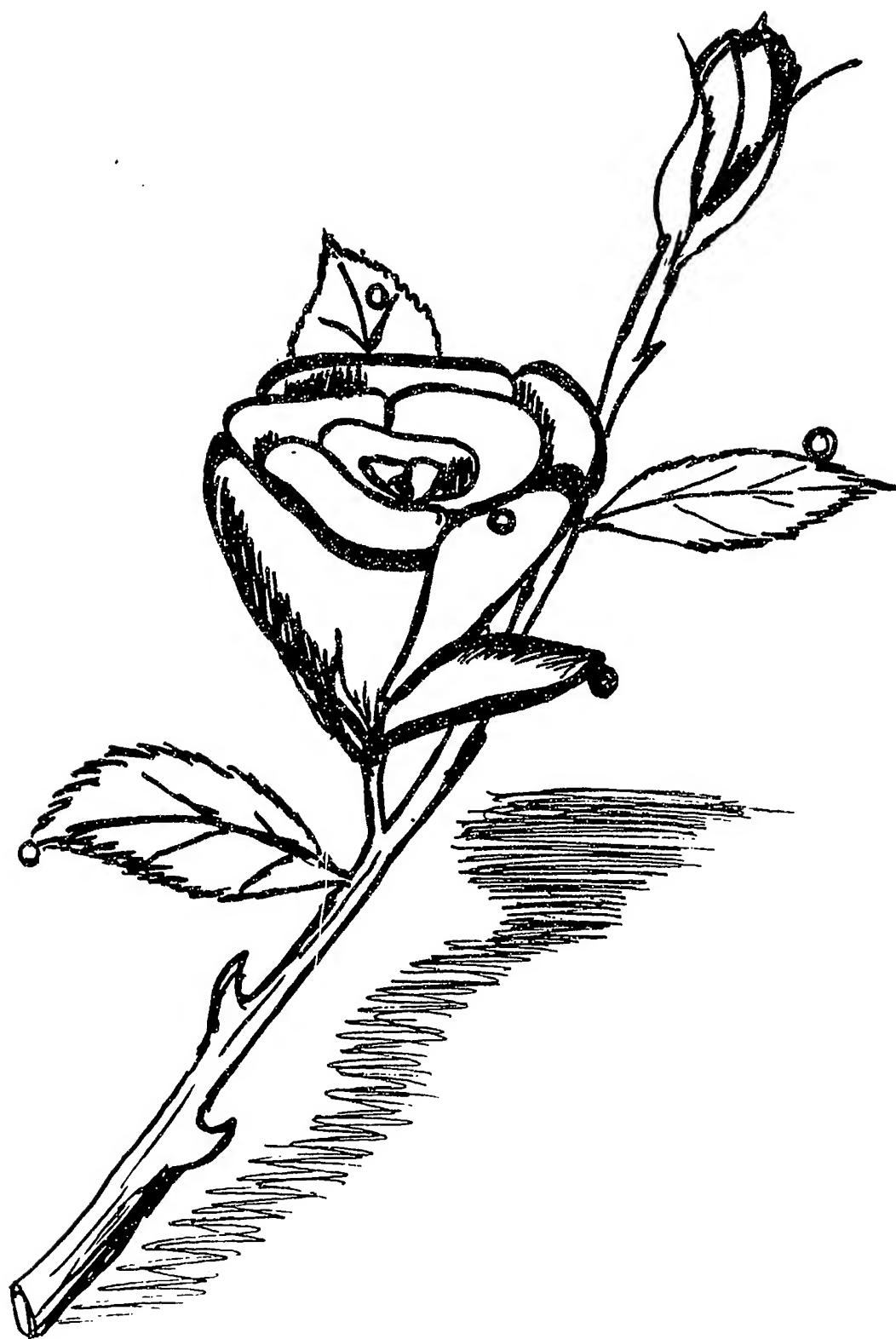


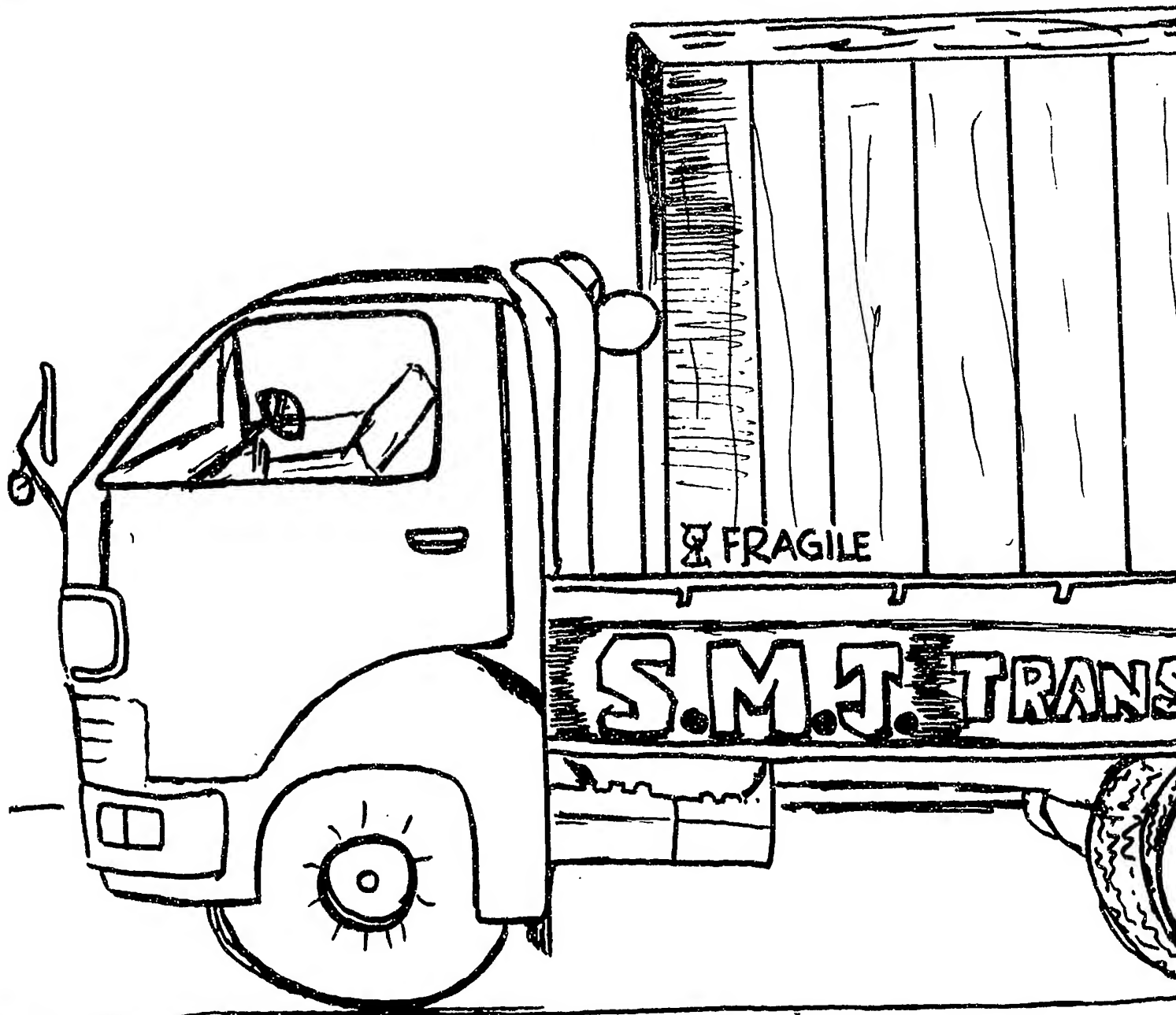


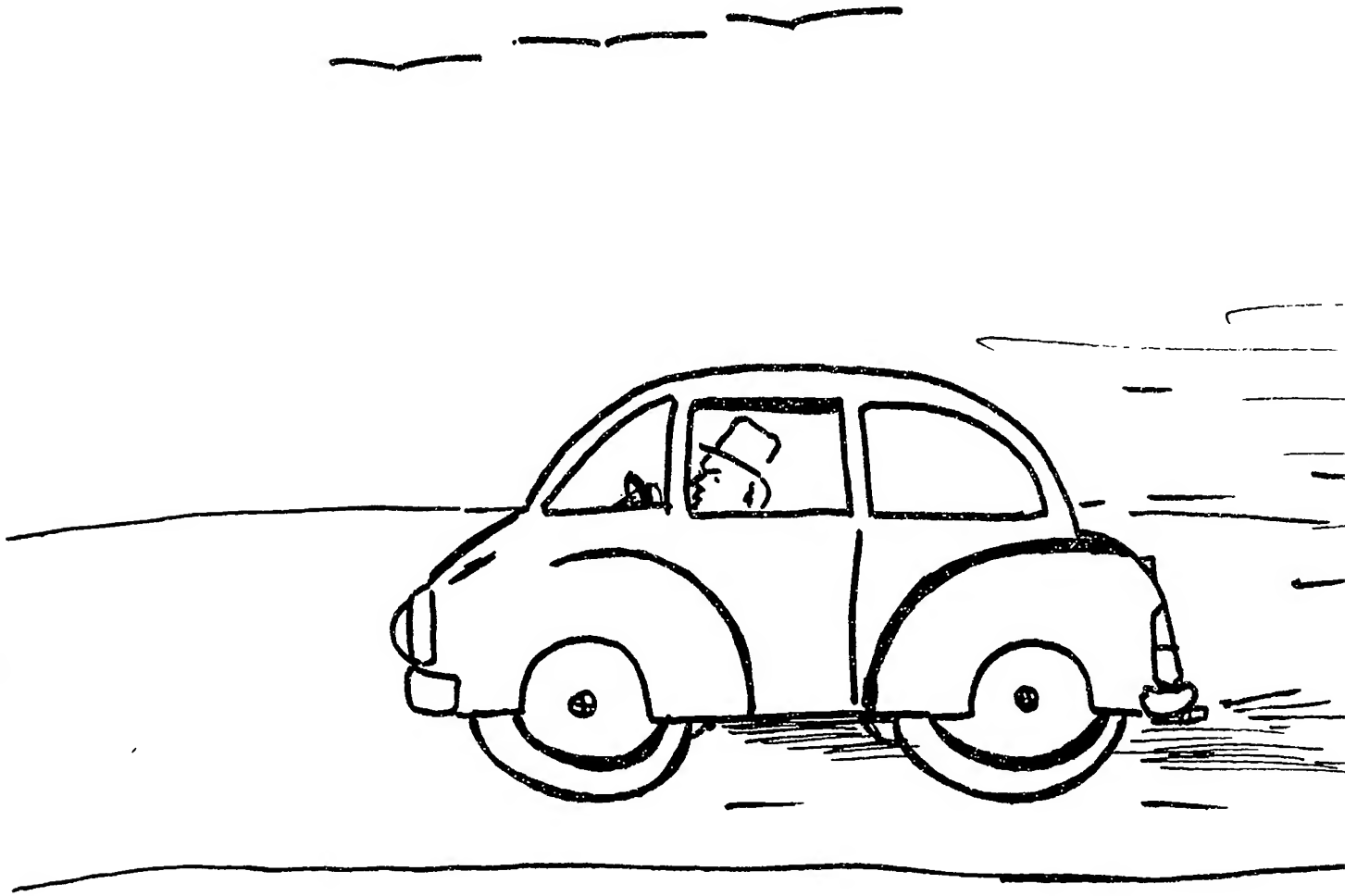












LESSON PLAN II

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use comparison in a discussion
Teaching Point	Grammar: N (Dative) + වැඩිය + S(Direct)+Adj
Materials needed	Clue cards, pictures, realia, maps of US and SL

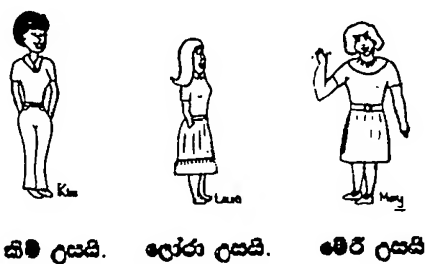
PROCEDURE

1. Warm up/Review: 5 mins

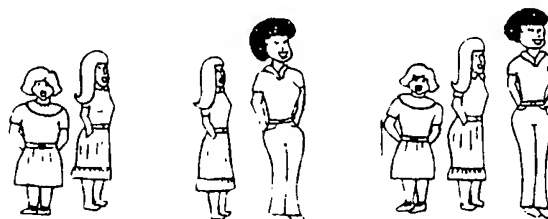
Review the adjectives using pictures.

2. Presentation: 20 mins

Present through realia, pictures and map.



ලෝරාව වැඩිය කිම් උසයි.
මේරව වැඩිය ලෝරා උසයි.
ලෝරාවයි මේරවයි වැඩිය කිම් උසයි.



Get more examples and elicit the grammar rule from the students.

3. Practice:

Listening -

10 mins

1. Give two versions of comparison of one state or fact and ask the students to select the correct one.

Tr: A: නුවරඑළිය කොළඹ ලක්ෂ්‍යයයි.

B: කොළඹට වැඩිය නුවර ලක්ෂ්‍යයයි

Ss: B

Listening & Speaking -

10 mins

1. Give two statements of condition or fact. Students compare.

Tr: කොළඹ temperature 32c. නුවර emperature 27c.

Ss: නුවරට වැඩිය කොළඹ රත්තෙයි.

Speaking -

10 mins

1. Provide each student with 2 pictures for them to compare.
2. Provide clue cards. In pairs, students compare and make statements.

ලංකාව/ඇමෙරිකාව ලංකාවේ කැම/ඇමෙරිකාවේ කැම සිංහල/ඉංග්‍රීසි etc.

4. Application (use):

15 mins

Students are asked to compare their town with the town where the training is held.

- climate
- people
- food
- beauty
- size
- roads & other facilities

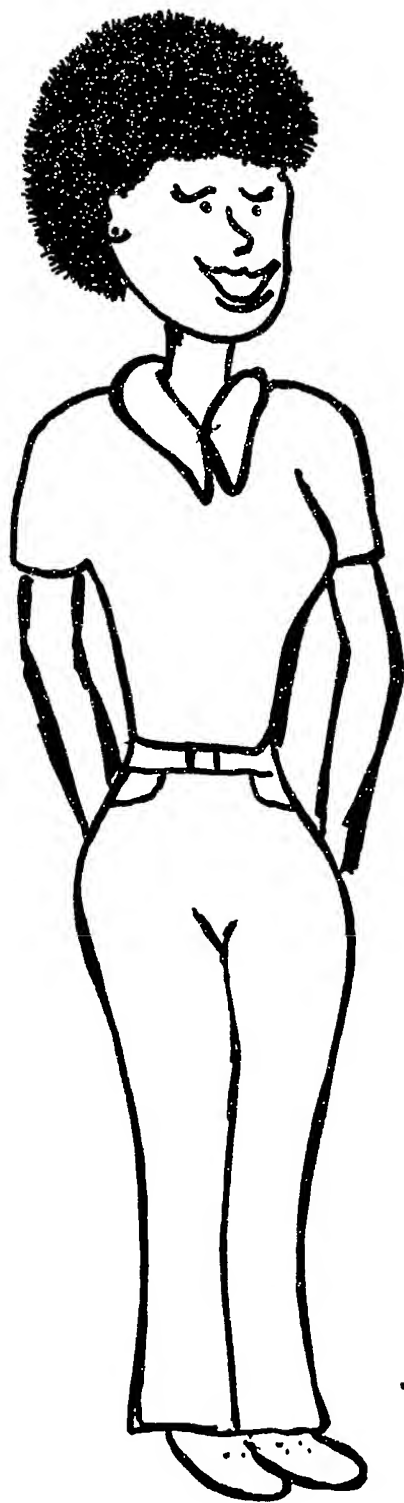
5. Assessment (Task):

10 mins

Creat a discussion on universities in the US. (if possible) Students discuss using comparisons.

6. Contingency Plan:

7. Comments/Self Evaluation



Kim

GRAMMAR NOTE

The Comparative form - වැඩියෙ

වැඩියෙ may equate with English 'more than'. The lesser of the two things compared precedes වැඩියෙ and is in the dative case.

මම කොළඹට වැඩිය කුට්ටි කැමතියි I like Kandy more than Colombo

This may also equate with '--er than' in English comparative adjective constructions. In an expression such as 'bigger than X', the Sinhala equivalent of X will be in the dative case.

කළුතරට වැඩියෙ කොළඹ ලොකුයි Colombo is bigger than Kalutara.

As in English, the item with which something is being compared may be left unexpressed where context makes it clear.

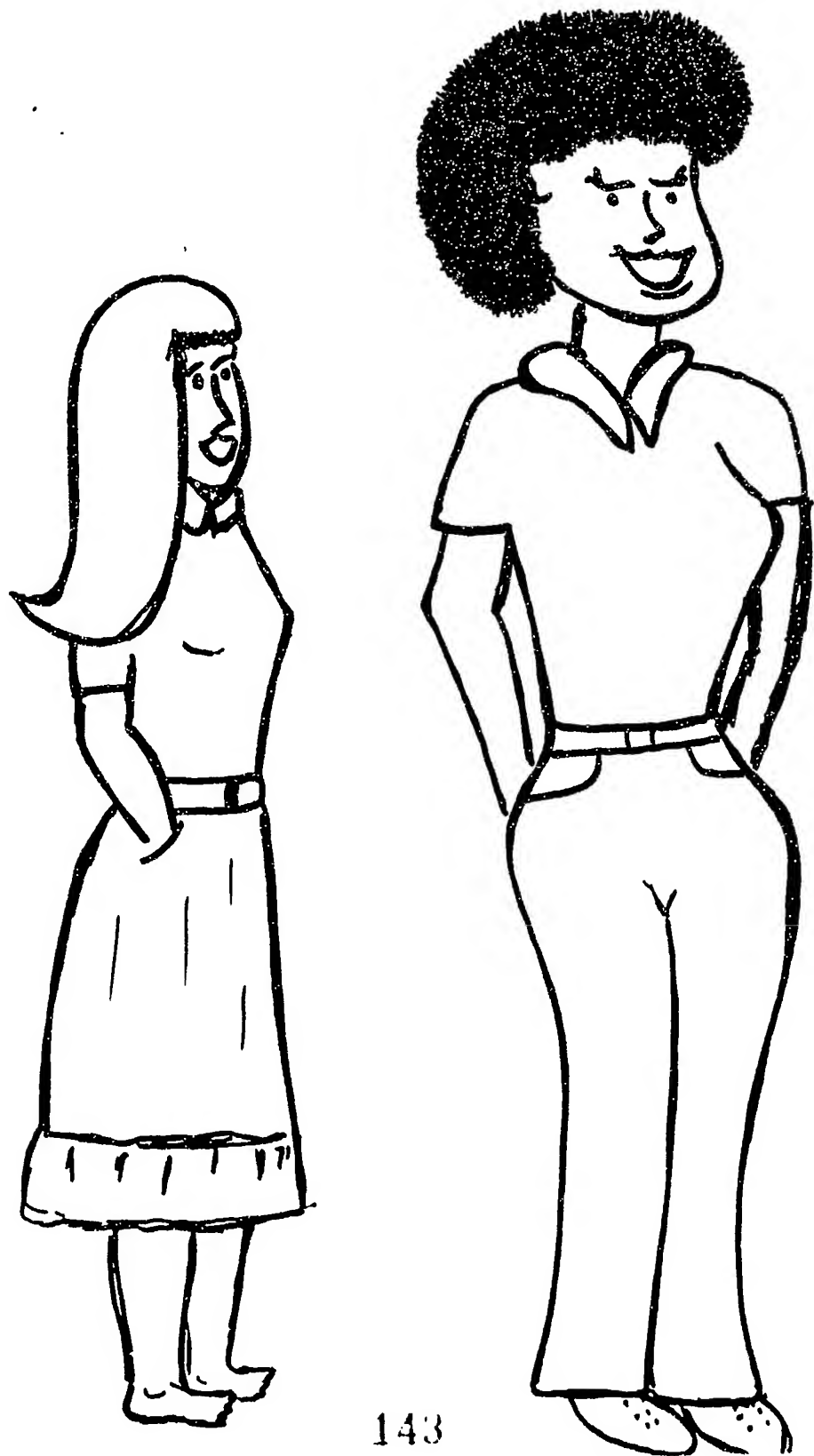
මේ පොත වැඩියෙ හොඳයි This book is better.

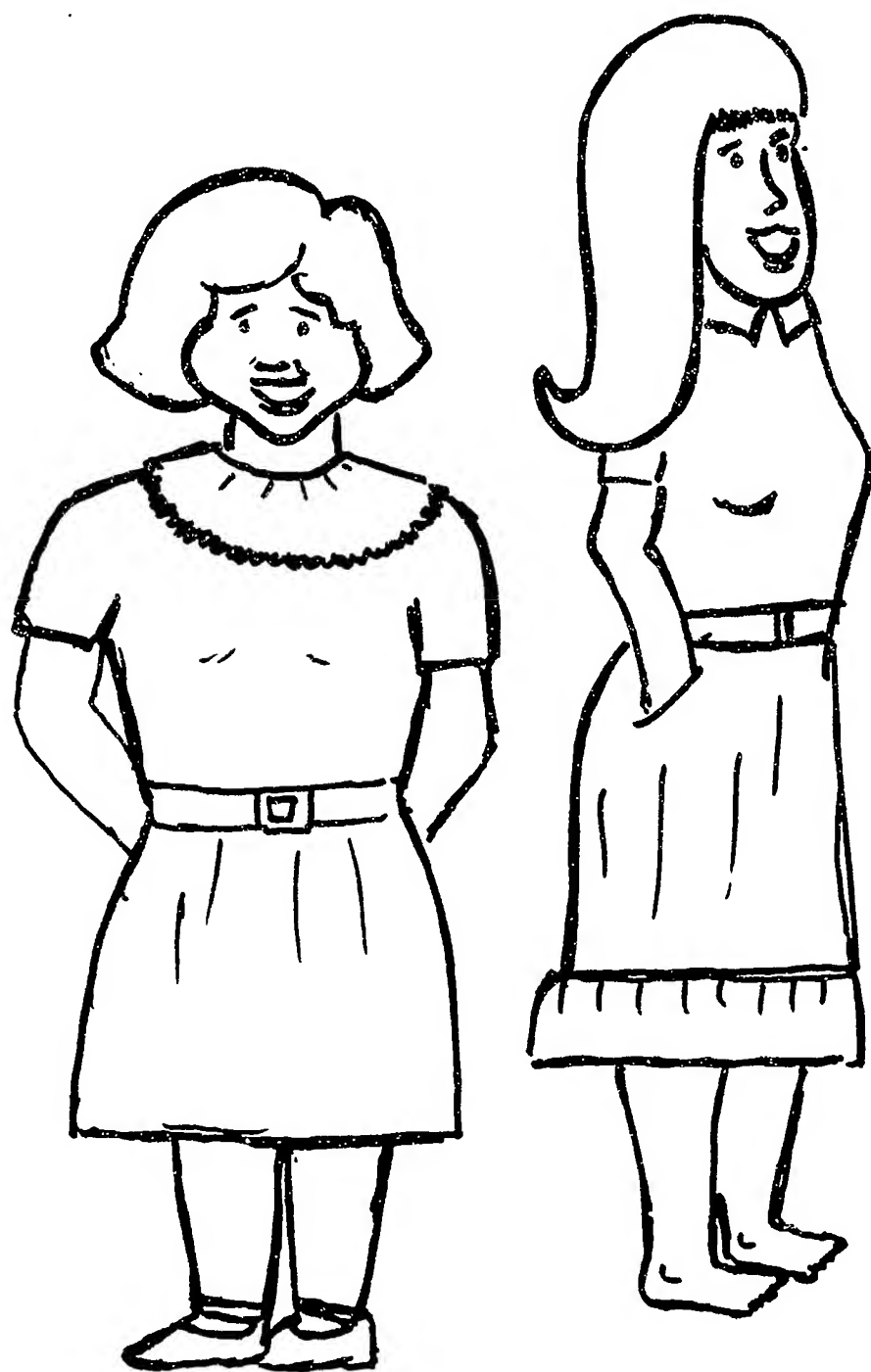


Laura



Mary 142







LESSON PLAN III

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play.
Teaching Point	Dialogue
Materials needed	Reading clozes

PROCEDURE

1. Warm up/Review:

2. Presentation:

10 mins

Present the dialogue with blanks and ask the students to come up with appropriate questions to complete the dialogue.

A: _____?

B: ඔව්. ගාල්ල ලක්ෂ්මි.

A: _____?

B: ඔව්. කොළඹට වැඩිය ගාල්ල ලක්ෂ්මි.

Students work individually to fill the gaps and compare with their partner. Finally, check answers by asking each pair to present their version to the whole group.

3. Practice:

Listening -

5 mins

1. Read the correct version of the dialogue several times with correct intonation patterns.

Listening & Speaking -

5 mins

1. Take roles and practice the dialogue with the students.

Speaking -

10 mins

1. Get the students to practice the dialogue in pairs.
2. Substitute other names and do substitution drill.

4. Application (use):

15 mins

Role Play:	Roles:	PCT-Host Sister
	Situation:	At the host family
	Purpose:	Host sister asks questions on PCTs country and town PCT answers.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

B

Topic II: Host Family

Competencies

Page

- | | | |
|-----|--|----------------|
| (1) | To make introductions:
Dialogue I | 01-08 |
| (2) | To identify family relationships:
Dialogue I | 09-13 |
| (3) | To describe and answer questions
about one's family:
Dialogue I
Dialogue II | 14-25
26-30 |

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Host Family

Competency : To make introductions

Situation : With homestay people

Dialogue I

Roles: PCT/Host Mother/PCT's friend	Functions
<p>කෙටි : අම්මේ, මේ මගේ යාළුවෙක්..ජූලියි. (Mother, this is my friend Julie)</p> <p>ජූලියි : මේ මගේ අම්මා (Julie, this is my mother)</p>	- introducing others
<p>ජූලියි : අඳහරැස්ස ලැබුණට සත්කාරයි. (Nice to meet you)</p>	- socializing
<p>Vocabulary</p> <p>අම්මා තාත්තා අපිසා අක්කා තංගි මල්ලියි</p> <p>Grammar</p> <p>Adjectives (emotional): සත්කාරයි දුකයි බඩගිනියි හිඟයි හිදිමතයි මහත්සියි ලේසියි අමාරුයි අසහිතයි ලැජ්ජයි</p> <p>S(Dative) + Adjective</p>	

LESSON PLAN I

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to describe their families using the new words
Teaching Point	Vocabulary: අම්මා, තාත්තා, අයියා, අත්තා, තංගි, මල්ලි, දුව, පුතා, තැන්ද, මාමා, අර්ථි, සීයා
Materials needed	A family tree chart, listening grids, paper for drawing, picture cards

Procedure

1. Warm up/Review:

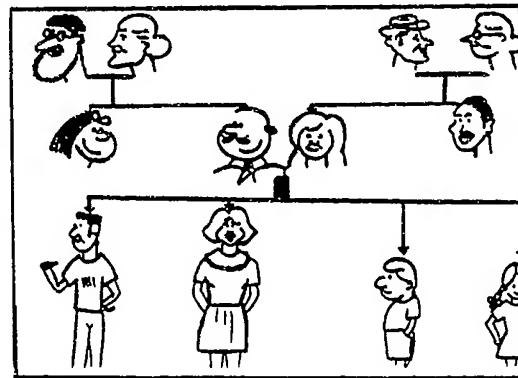
5 mins

Ask the students about their host families and get familiar with their host families.

2. Presentation:

10 mins

Present the vocabulary items through a family tree.



Read the words several times.

3. Practice:

Listening -

10 mins

1. Give them a chart with the vocabulary items written. Ask the students to mark how many times each word was said when you read the words several times in random order.

අම්මා	තාත්තා	අයියා	අත්තා	තංගි	මල්ලි	දුව	පුතා	තැන්ද	මාමා	අර්ථි	සීයා

Listening & Speaking -

10 mins

1. Read out the relationships and ask the students to repeat.
2. Read out the names from the family tree and get the students to say the relevant relationship.

Speaking -

10 mins

1. Point to the family tree and ask the students to say the relationship.
2. Draw some pictures of the above on cards and distribute them among the students and ask them to keep them faced down. Get them to say the word after looking once. Continue to this as a chain drill.

Student 1: අයියා

Student 2: අයියා තාමි

Student 3: අයියා තාමි තැන්ද

4. Application (use):

15 mins

Get the students to draw their family and describe it. If they have got photographs ask them to use it.

Student: මම මගේ අම්මා. එයාගේ නම මීරි. එයා හිටපු සේවයේදී ඉන්නවා etc.

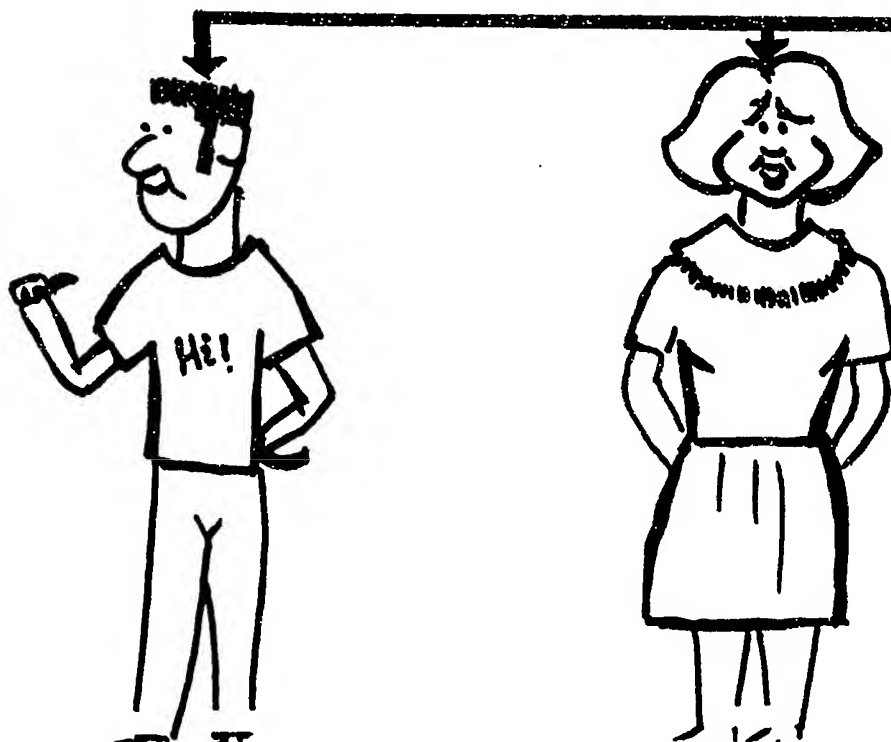
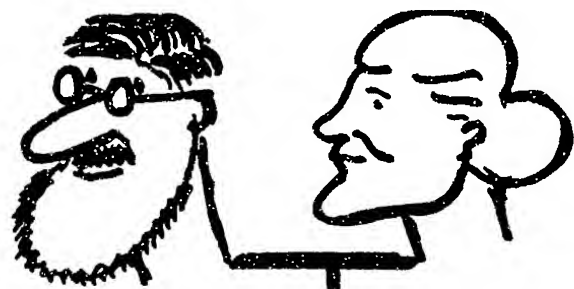
5. Assessment (Task):

Ask the students to bring a host family photograph to describe it next day.

6. Contingency Plan:

Do a concentration Game

7. Comments/Self Evaluation



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3-A

LESSON PLAN II

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the adjectives in a Role Play exercise
Teaching Point	Grammar: Adjectives (emotional): සත්කෝසයි දුකයි බඩගිනිසි තිබෙයි නිදිමෙයි මෙහෙයි ලේසියි අමාරුයි අසහිතයි ලැජ්ජයි S(Dative) + Adjective
Materials needed	Picture cards, Role play cards

Procedure

1. Warm up/Review:

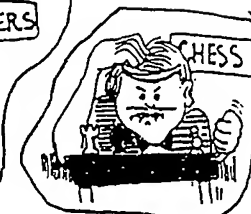
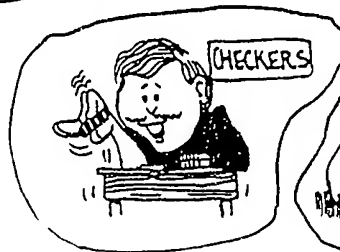
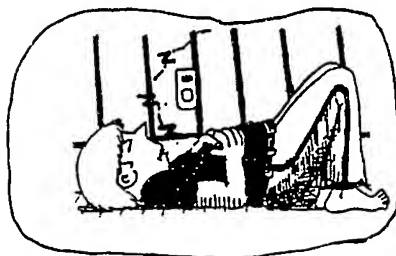
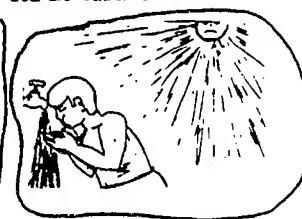
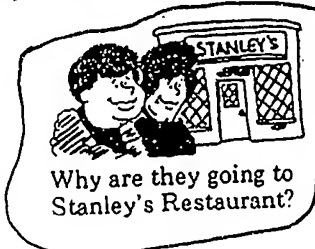
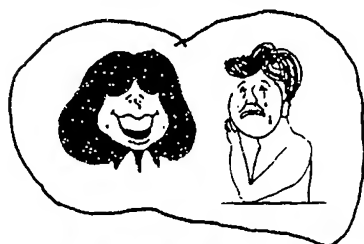
5 mins

Review adjectives

2. Presentation:

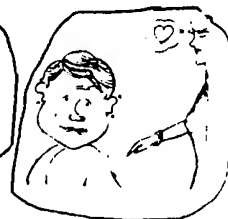
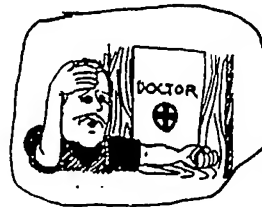
10 mins

Present the emotional adjectives through picture cards and TPR.



Present the Grammar Sturcture as well.

S(Dative) + Emotional Adjective



3. Practice:

Listening -

10 mins

1. Check understanding through a MC Questionnaire.

Tr: එයා හොඳින් කනවා. එයාට
a. හිඬහයි
b. බඩගිනිහයි
c. මහන්සිහයි

Listening & Speaking -

10 mins

1. Convert the above activity into a L&S activity. When you say the first part of the sentence, student complete it using the adjectives. Use different examples for this activity (if possible.)

Tr: එයා බෙහෙවින් බොනවා. එයාට
Ss: අසහිතයි.

Speaking -

10 mins

1. Guessing game.

Write the adjectives on pieces of paper and distribute among the students. In pairs, students guess what the other person has.

2. One student says a related word and the other says the adjective.

4. Application (use):

10-15 mins

Role Play:	Roles:	PCT-Host mother
	Situation:	Host family
	Function:	The PCT is not feeling well. Mother inquires and the PCT responds.

5. Assessment (Task):

You could send the students to inquire emotional states if you have got someone sick at the training site.

6. Contingency Plan:

Side by Side Book 1 page 68

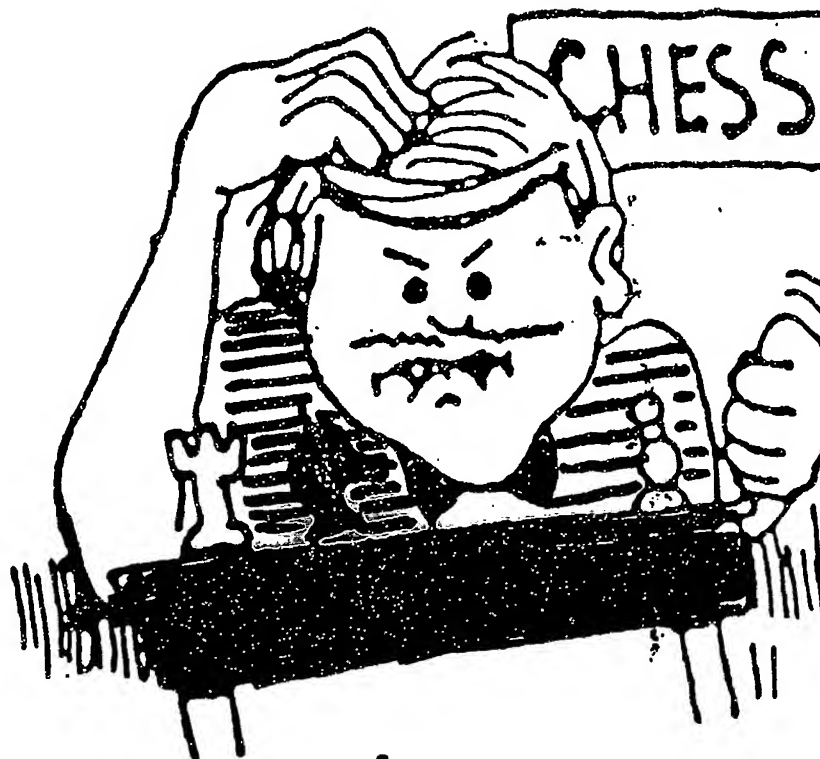
7. Comments/Self Evaluation

GRAMMAR NOTE

Emotional Adjectives:

Adjectives which denote temporary physical or emotional states are used in the same way as the normal adjectives. However, the Subject here takes the Dative case.

මම මහන්සි	I am tired.
ඔහු මහන්සිද?	Is he tired?
ඔහු මහන්සි නැ	He is not tired.



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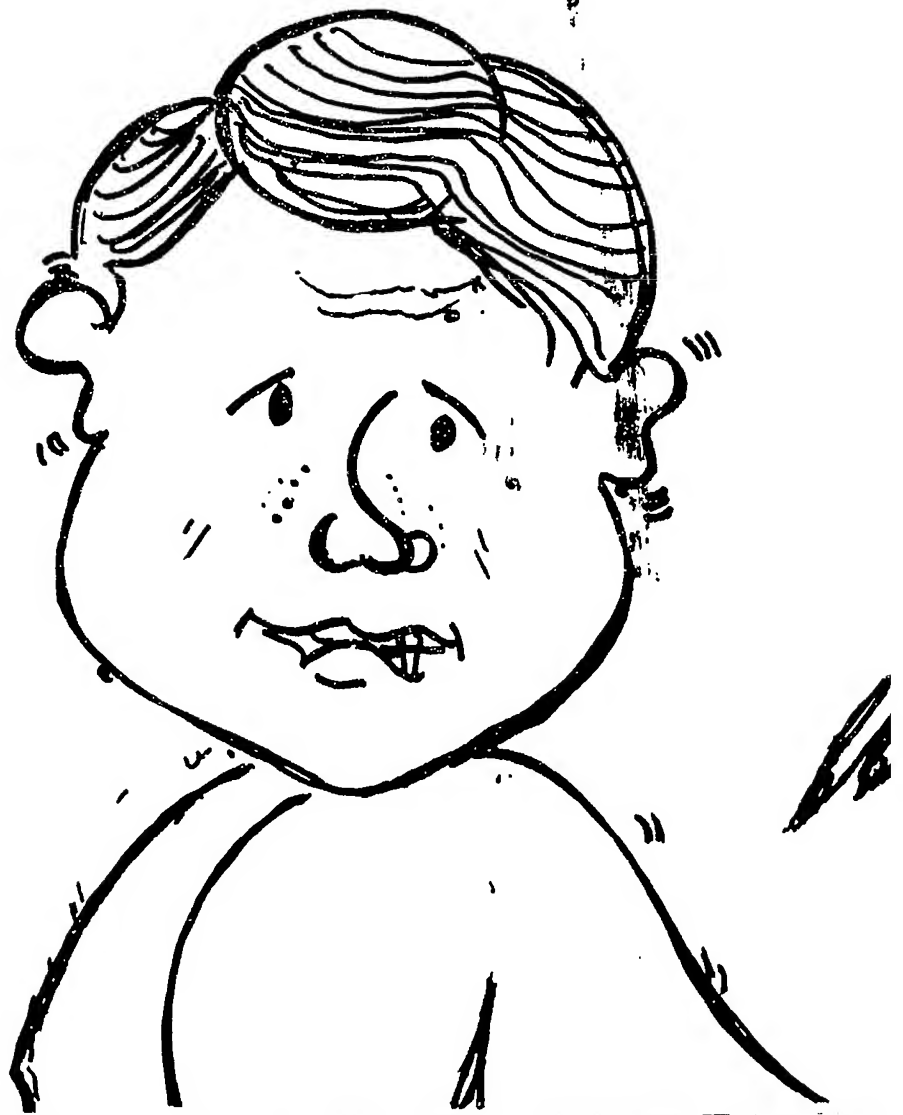


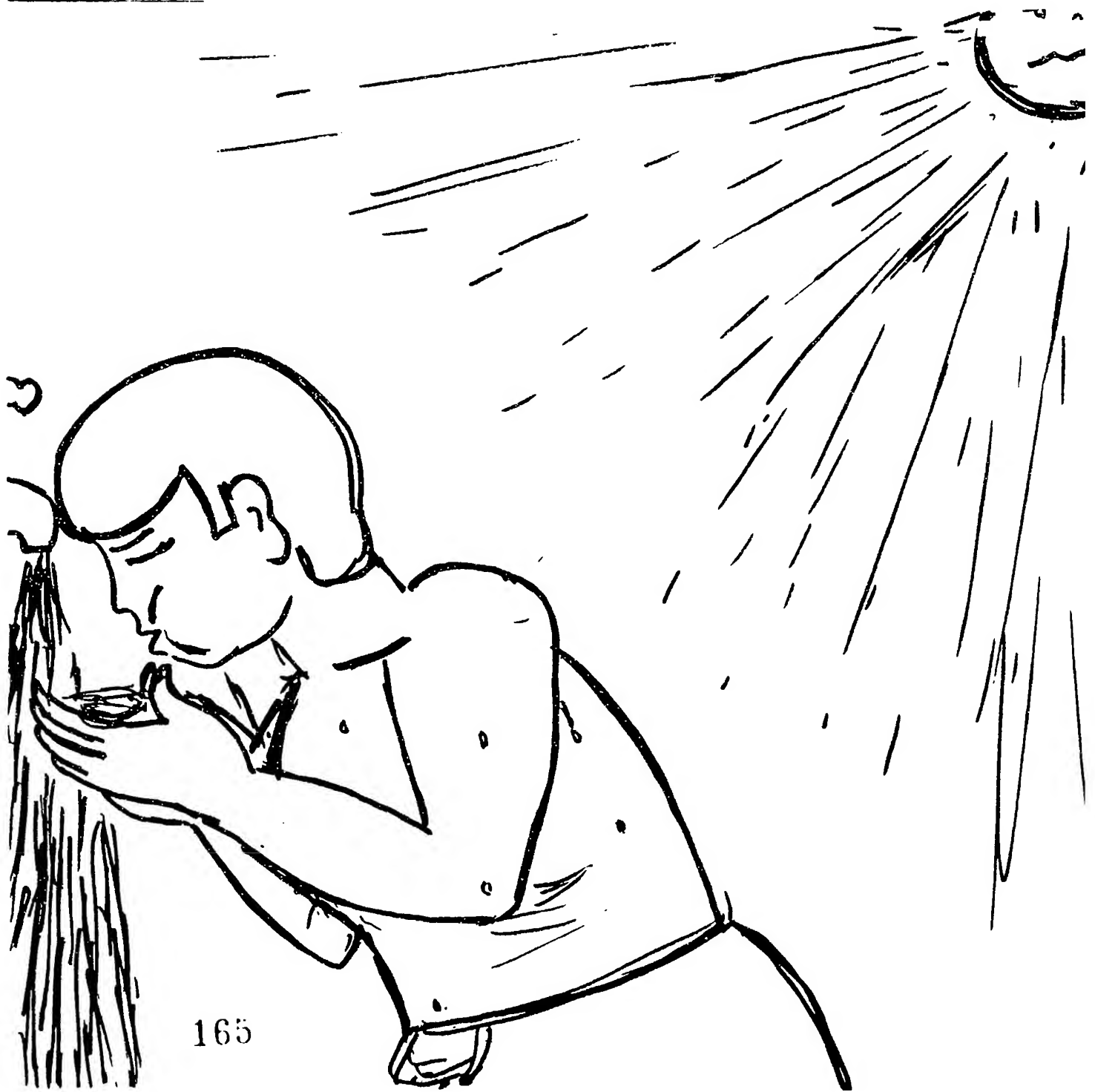
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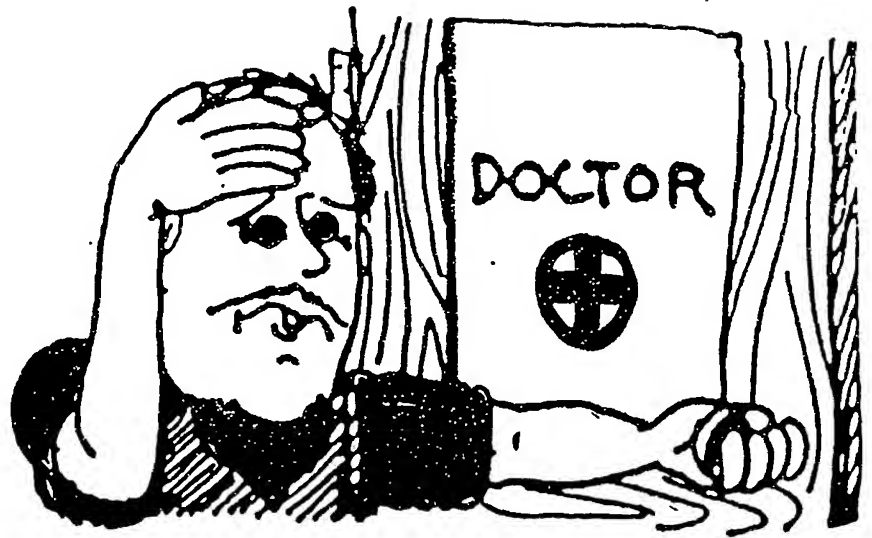
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6-9





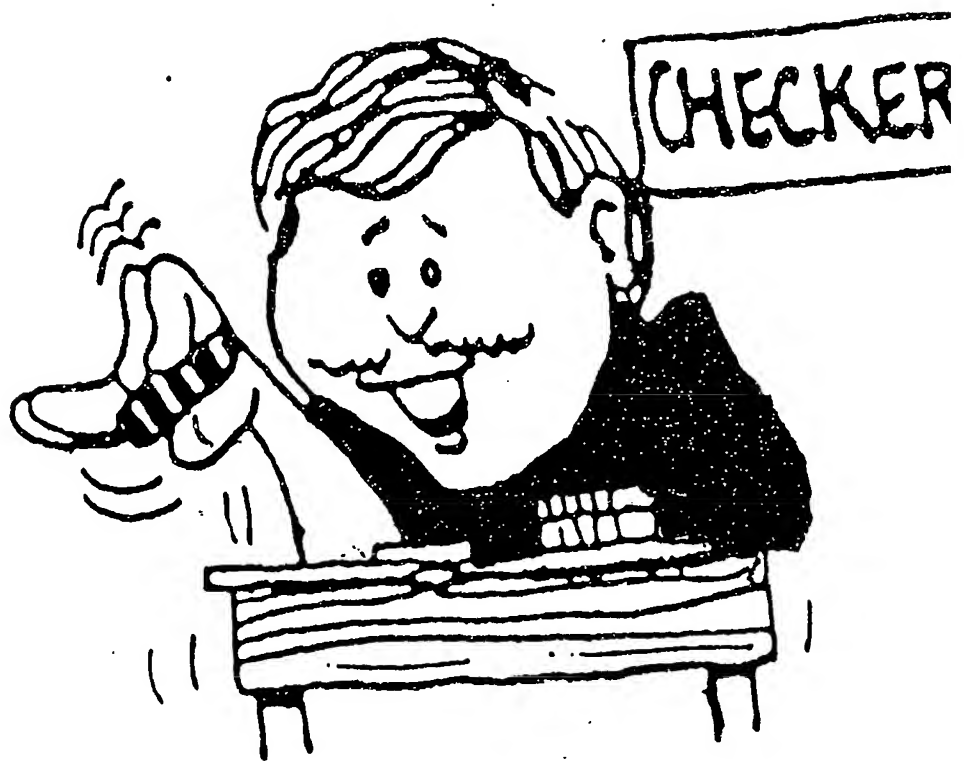
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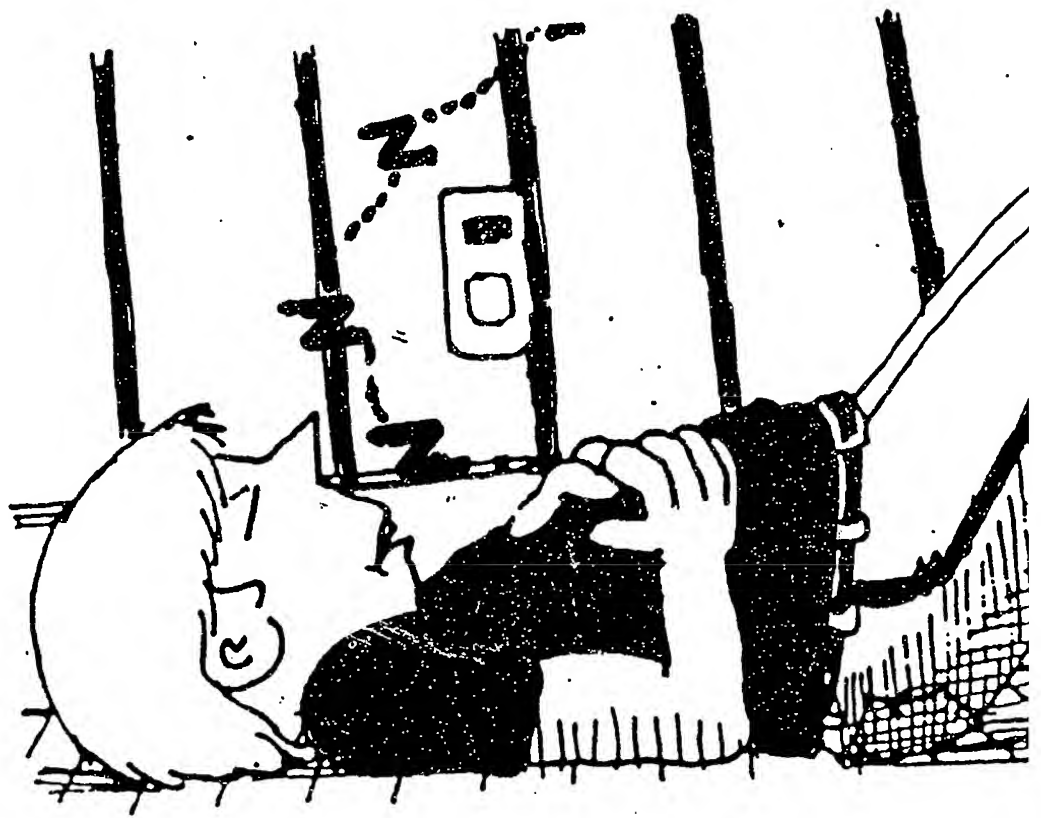




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6-6





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Why are they going to
Stanley's Restaurant?



Why Are You Crying?

I'm crying because I'm sad.
I ALWAYS cry when I'm sad.



1. Why are you smiling?

_____ happy.

I ALWAYS _____.



2. Why is he shouting?

_____ angry.

He ALWAYS _____.



3. Why is she smoking?

_____ nervous.

She ALWAYS _____.



4. Why is it drinking?

_____ thirsty.

It ALWAYS _____.



5. Why are they going to Stanley's Restaurant?

_____ hungry.

They ALWAYS _____.



6. Why is he going to the doctor?

_____ sick.

He ALWAYS _____.



7. Why are they shivering?

_____ cold.

They ALWAYS _____.



8. Why are you perspiring?

_____ hot.

I ALWAYS _____.



9. Why is she yawning?

_____ tired.

She ALWAYS _____.



10. Why is he blushing?

_____ embarrassed.

He ALWAYS _____.

LESSON PLAN III

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to introduce themselves and others
Teaching Point	Dialogue
Materials needed	a puppet, MCQ charts, realia

Procedure

1. Warm up/Review:

2. Presentation:

10 mins

Present the dialogue through a picture dialogue and read the dialogue taking both roles with the help of a puppet.

3. Practice:

Listening -

10 mins

1. Read the sentences in wrong order and asks the students to identify the correct order in a MCQ chart. (or get them to listen and identify the correct sentence)

Tr: a) මම අම්මා මගේ ජුරි
b) අම්මා මම මගේ ජුරි
c) ජුරි මම මගේ අම්මා

Ss: c.

Listening & Speaking -

10 mins

1. Read out the dialogue and ask the students to repeat with correct intonation patterns and pronunciation.
2. Take one role and practice the dialogue.

Speaking -

5 mins

1. Ask the students to practice the dialogue in pairs

4. Application (use):

10 mins

Ask the students to come forward and introduce themselves and others.

5. Assessment (Task):

10 mins

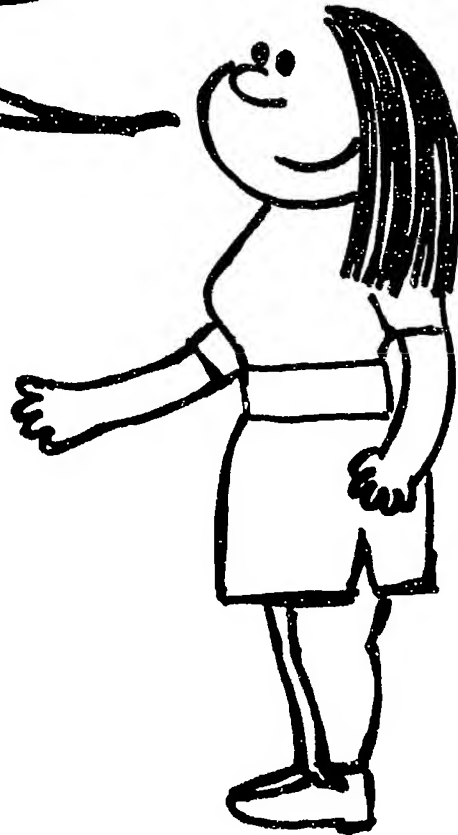
Bring a Sri Lankan to the classroom and ask the students to introduce themselves.

6. Contingency Plan:

7. Comments/Self Evaluation

අවිම, මේ මගේ ඩාලුවක් පුළි
පුළි, මේ මගේ අවිම

අලුතට
සි



Host Family

Competency : To identify family relationships

Situation : With homestay people

Dialogue

Roles: PCT/Host Mother		Functions
කෙටි	: මේ කවුද? (Who is this?)	- inquiring
අම්මා	: ඒ මගේ දුව. එයා කසාද බැඳලා. (That is my daughter. She is married.)	- giving information
කෙටි	: ඉන්නේ කොහෙද? (Where does she live?)	- inquiring
අම්මා	: කොළඹ. (In Colombo)	- giving information
Vocabulary <p>more family members: දුව සුභා කැන්ද මාමා ආච්චි සීයා</p>		
Grammar <p>Locatives: මේ ඒ අර මෙය මෙතන එතන අතන මතන</p>		

LESSON PLAN I

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to describe items in various locations
Teaching Point	Grammar: Locatives මේ ඒ ඊය බය මෙතන එතන ඉතන බතන
Materials needed	realia

Procedure

1. Warm up/Review:

2. Presentation:

15 mins

Present the locative adjectives through TPR and realia.

Place four units of the same item in the 4 locations (මේ, ඒ, ඊය, බය) and describe.

Introduce the meanings of මෙතන, එතන, ඉතන, බතන

3. Practice:

Listening -

10 mins

1. Give the items to the students and when you say the location ask them to place the item in the correct location.

Listening & Speaking -

10 mins

1. Use classroom items and make incomplete locative descriptions. Students complete using locative words.

Tr: board එතන
Tr: පත්‍රිකා මෙතන

Ss: බතන
Ss: මෙතන

Speaking -

10 mins

Students describe items in various locations of the classroom.

4. Application (Use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Locatives:

In Sinhala there is set of words which denotes the location of nouns/places etc.

මෙතන

Here by the speaker

තමන

There by the speaker

අතන

There within sight of both speaker and listener

එතන

The place out of sight or the one referred to earlier

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LESSON PLAN III

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the language in a Role Play
Teaching Point	Dialogue
Materials needed	Photograph of a famous personality

Procedure

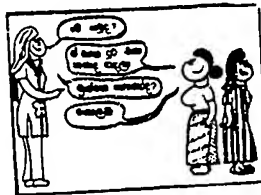
1. Warm up/Review:

2. Presentation:

15 mins

Get a picture of a famous personality and asks **මේ කවුද?** and say **මෙයා**
.....

Then take a photograph of one of your friends and introduce saying
මේ මගේ කාලුවෙක්.



Present the dialogue using a picture.

3. Practice:

Listening -

5 mins

1. Read the dialogue with wrong words. Ask the students to identify the wrong words.

Listening & Speaking -

10 mins

Introduce කසාද බැඳලා through a picture.

1. Take one role and practice the dialogue.

Speaking -

10 mins

1. Get the students to practice the dialogue in pairs.

4. Application (use):

15 mins

Role Play:	Roles:	PCT-Host mother
	Situation:	In a Sri Lankan home
	Function:	The PCT is being introduced to all the members of the family.

5. Contingency Plan:

7. Comments/Self Evaluation



ථේ කවුද?

ඒ මගේ දුව. එයා
කසාද වෙලා

ගුන්හො කොහේද?

කොළඹ



Host Family

Competency : To describe and answer questions about one's family

Situation : With homestay people

Dialogue I

Roles: PCT/Host Mother	Functions
<p>අමතා : ඔයාට සහෝදර සහෝදරියෝ ඉන්නවද? (Do you have brothers and sisters?)</p> <p>කෙටි : ඔව්. (Yes)</p> <p>අමතා : කී දෙනෙක් ඉන්නවද? (How many ?)</p> <p>කෙටි : අයියා කෙනෙකුයි තංගිලා දෙන්නෙකුයි ඉන්නවා. (One brother and two younger sisters)</p>	<p>- inquiring</p> <p>- giving information</p> <p>- inquiring</p> <p>- giving information</p>
<p>Grammar</p> <p>Joining Nouns (AND)</p> <p>S(Dative) + O + ඉන්නවා S(Dative) + O + තියෙනවා</p> <p>Question words කී දෙනෙක් (ඉන්නවද?) තියක් (තියෙනවද?)</p> <p>Joining Verbs (past participle)</p>	

LESSON PLAN I

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use combinations in a role play
Teaching Point	Grammar: joining Nouns (AND)
Materials needed	MCQ charts, Newsprint with examples

Procedure

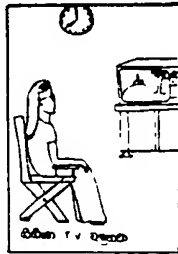
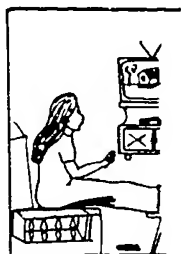
1. Warm up/Review:

2. Presentation:

15 mins

Present the concept through a picture dialogue

1. ගීතියා වි.වී. බලනවා. සුමිත්‍රා වි.වී. බලනවා. ----- ගීතියා සුමිත්‍රා වි.වී. බලනවා.
2. කපිල හෙට සයිට් එකට එනවා. පාලිත හෙට සයිට් එකට එනවා ----- කපිල සුමිත්‍රා හෙට සයිට් එකට එනවා.
3. සිලන්ස් වවුචර් සකවා. ප්‍රේමසිරි වවුචර් සකවා. -----සිලන්ස් ප්‍රේමසිරි වවුචර් සකවා.
4. හොසෙල් ක්‍රිකට් ගහනවා. සම්පත් ක්‍රිකට් ගහනවා. ----- හොසෙල් සම්පත් ක්‍රිකට් ගහනවා.



3. Practice:

Listening -

15 mins

Give possible three pronunciation of words and ask the student to identify the correct one on a MCQ chart.

- | | | | |
|----------|------------|------------|-----------|
| 1. බල්ලා | a) බල්ලුයි | b) බල්ලායි | c) බල්ලයි |
| 2. මේර | a) මේරුයි | b) මේරයි | c) මේරයි |

Listening & Speaking -

10 mins

1. Make wrong combinations and students correct.
2. Say several nouns and students combine.

Tr: කපිල පාලිත

Ss: කපිලයි පාලිතයි

Speaking -

10 mins

Distribute pictures of various items. Students practice combinations by a chain drill exercise

Student 1: අයිසා
Student 2: අයිසයි කංගියි
Student 3: අයිසයි කංගියි කැන්දයි

4. Application (Use):

10 mins

Role Play:	Roles:	PCT-Waitor
	Situation:	At a restaurant
	Function:	Ordering food and drinks

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Joining Nouns:

When a number of items are joined together, the particle - **හා** added to each of them with the following modifications:

When words end in vowels the long vowels are shortened and final sound of the word /**ආ**/ changes to /**අ**/ before **හා** is added. If a word ends in a consonant the particle is takes a /**උ**/ sound before adding **හා**.

ජිම් හා මම

ඉබ්‍රාහිම් හා කල්ලාම්

Jim and I

to Kandy and Galle



සම්පත් ක්‍රීඩා ගොනුව

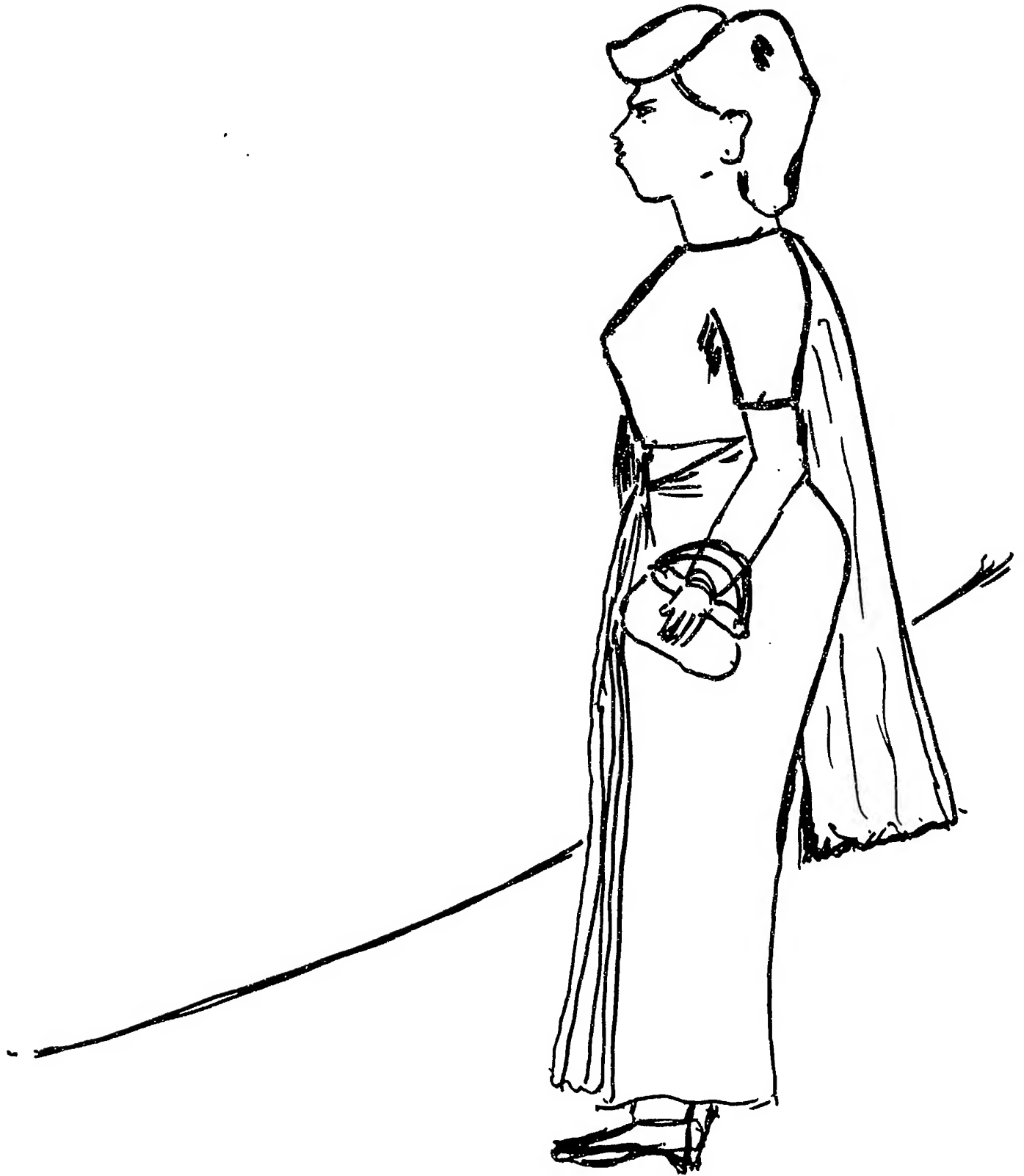


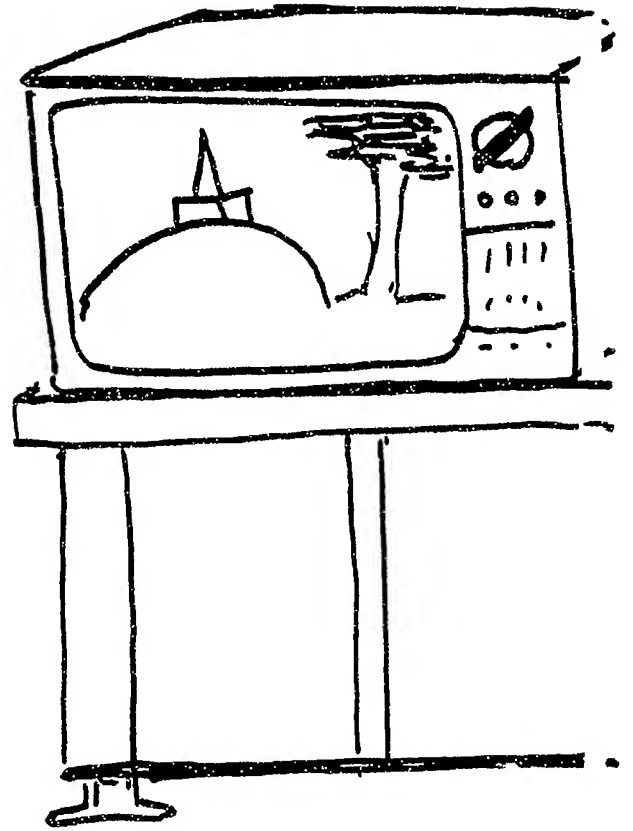
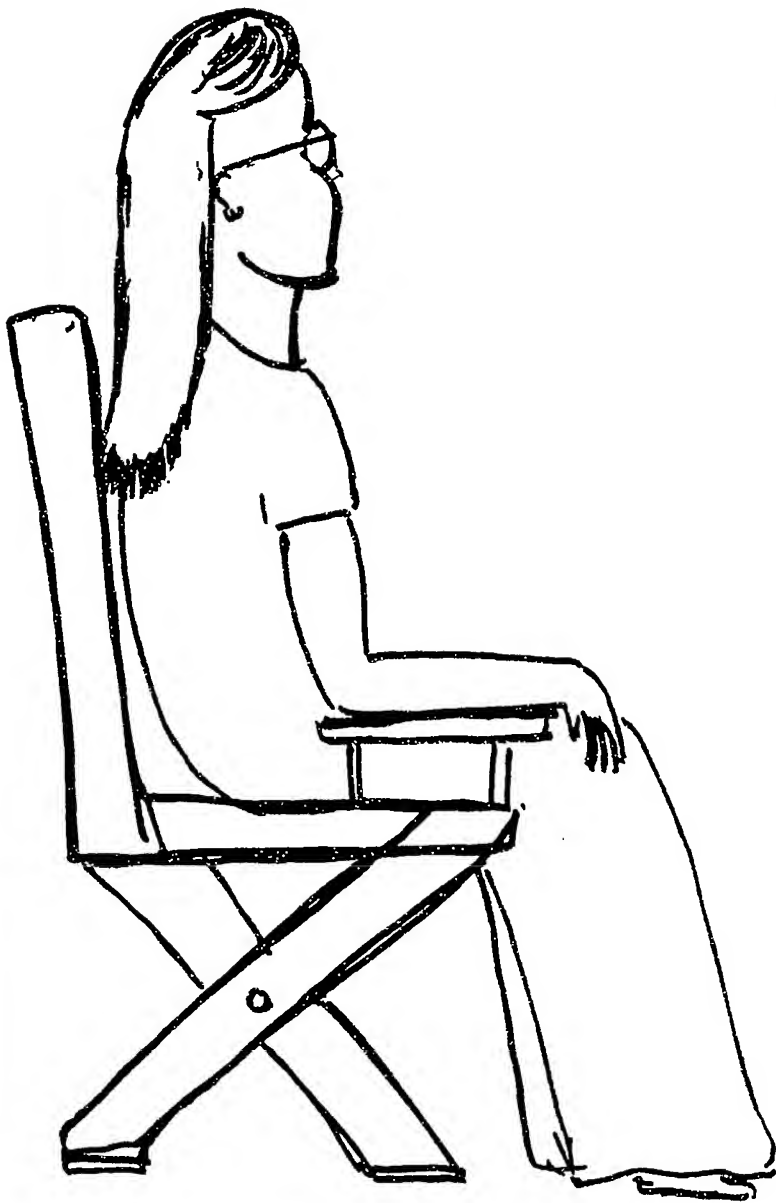
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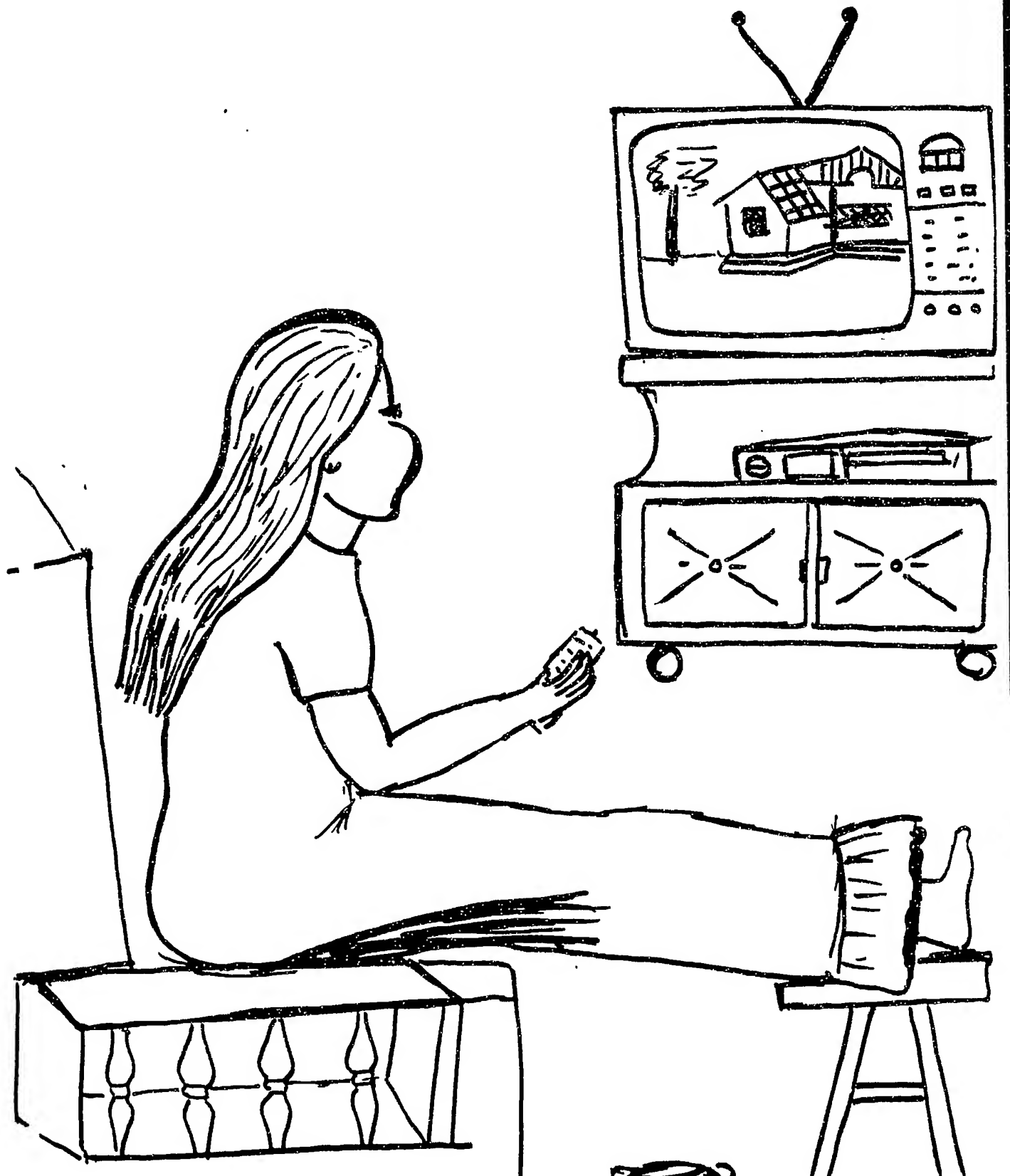
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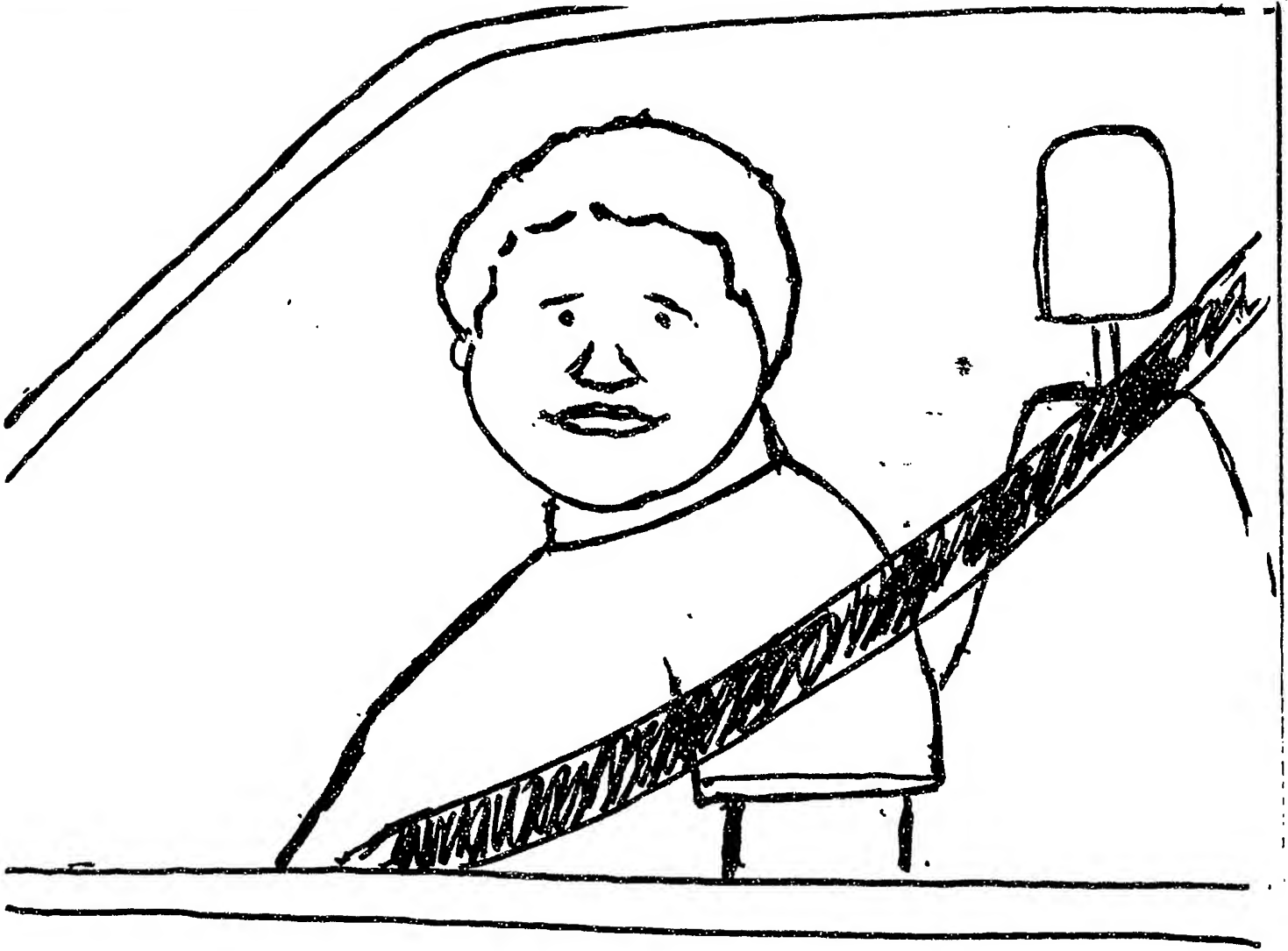




ගිහිකා T.V. බලනවා.

සුවිත්‍යා T.V. බලනවා.





සාමාන්‍ය හෝරා සිසුවා වීමට පොදුවා



කර්ම භෞත සංස්කෘතිය පිළිබඳව විවිධ

LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the grammar to describe their belongings
Teaching Point	Grammar: S(Dative) + O + ඉන්නවා S(Dative) + O + තියෙනවා Question words ඒ දෙකෙන් (ඉන්නවාද? තියෙන්නවාද?)
Materials needed	Picture dialogues, information gap charts, realia

Procedure

1. Warm up/Review:

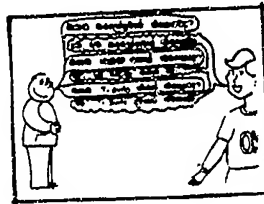
2. Presentation:

15 mins

Present the concept through a picture dialogue

මයාට බරලෝසුවක් තියෙන්නවාද?	ඔව්, මට බරලෝසුවක් තියෙන්නවා.
මයාට කැමරා එකක් තියෙන්නවාද?	නැ, මට කැමරා එකක් නැ.
මයාට T-Shirts සීයක් තියෙන්නවාද?	මට T-Shirts දෙකක් තියෙන්නවා.

Present more examples and elicit the structure from the students



3. Practice:

Listening -

10 mins

1. Make statements of owned items of the students. Students say right or wrong.

Tr: මෙලිස්සට කාර් එකක් තියෙන්නවා. හරිද? Ss: වැරදි.

Listening & Speaking -

10 mins

1. Present a list of items and the owners of those items and prompt description.

Tr: සමස්තව..... Ss: කාර් එකක් හද
Tr: එකට..... Ss: කැමරා එකක් භිෂෙකවා
Tr: එකට..... Ss: බයිසිකල් එකක් හද

Speaking -

1. Information Gap exercise.

15 mins

Name	car	house	job	DL
Tim	?	X	?	?
Nimal	✓	?	?	X
Sara	?	✓	✓	?
Ariya	?	X	?	X

Name	car	house	job	DL
Tim	✓	?	✓	✓
Nimal	?	✓	X	?
Sara	X	?	?	✓
Ariya	✓	?	X	?

4. Application (use):

15 mins

1. Student give a description of items that they own. Extend this exercise by asking them to describe their parents possessions.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

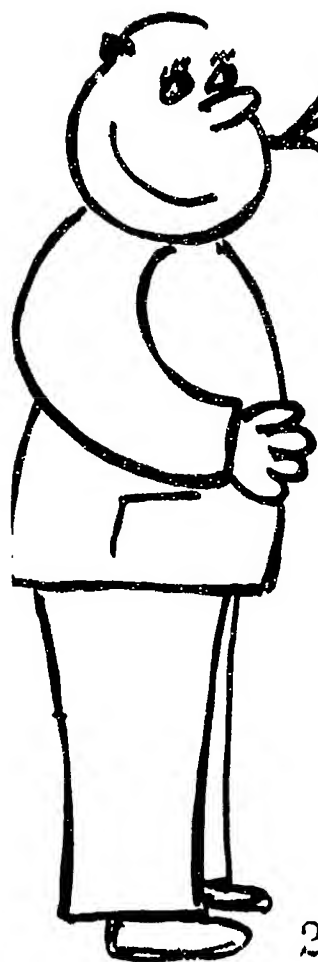
The irregular verb -මැණව (inanimate nouns)

When used with the Dative case of the Subject, this means ownership or possession.

එයාට කාර දෙකක් තියෙනවා He has (owns) two cars.

When negating the affirmative sentences only -නෑ is used.

ටිම්ට මල්ලි නෑ Tim does not have money.



ඔයාට ඔරලෝසුවක් තියෙනවද?

ඔව්, ටට ඔරලෝසුවක් තියෙනවා.

ඔයාට කැමරා එකක් තියෙනවද?

ඔව්. ඒ කැමරා එකක් නෑ.

ඔයාට T-shirts කීයක් තියෙනවද?

ඒ T-shirts දහයක් තියෙනවා.



LESSON PLAN III

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to find out information using the grammar
Teaching Point	Grammar: S(Dative) + O + ඉන්නවා
Materials needed	Information Gap exercises

Procedure

1. Warm up/Review:

2. Presentation:

10 mins

Present the concept through a family drawing of sisters and brothers

මමයාට අක්කලා අත්දෙකෙක් ඉන්නවා. එයාට අක්කලා තු.
එයාට මල්ලිලා දෙකෙක් ඉන්නවා. එයාට තංගි කෙනෙක් ඉන්නවා.

Present the animate counting form too.



3. Practice:

Listening -

10 mins

1. Read out sentences right/wrong sentences and get the students to say හරි/වැරදි

1. මගෙ අක්කලා දෙකෙක් ඉන්නවා.
2. මට තංගිලා එක්කෙනෙක් තියෙන්නවා.
3. එයාට සහෝදරයෙක් ඉන්නවා.
4. මයාට මල්ලිලා තියෙන්නවාද?
5. මගෙ මල්ලිට මල්ලෙක් ඉන්නවා.

Listening & Speaking -

15 mins

1. Show a chart and ask questions based on it

	අත්තලා	අයියලා	තංගිලා	මල්ලිලා
සම්පත්	1	0	0	0
සුභිලා	1	1	0	0
තපිල	2	1	2	1
පාලිත	0	1	2	1

1. සම්පත්ට අයියලා ඉන්නවද?
2. තපිලට තංගිලා ඉන්නවද?

Students respond Yes/No

Speaking -

15 mins

1. Students work in pairs and inteprete the above chart
2. Students work in pairs and practice conversation.

Student A: මොට සහෝදරයෝ ඉන්නවද?

Student B: මට සහෝදරයෝ හැ තමුත් අත්තලා දෙන්නෙත් ඉන්නවා.

4. Application (use):

10 mins

Bring two classes together and ask them do the above activity.

5. Assessment (Task):

10 mins

Ask students to go out of the classroom; meet a Sri Lankan and find out the number of brothers and sisters he/she has got.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

The irregular verb -ഉണ്ട് (animate nouns)

When used with the Dative case of the Subject, this means ownership or possession.

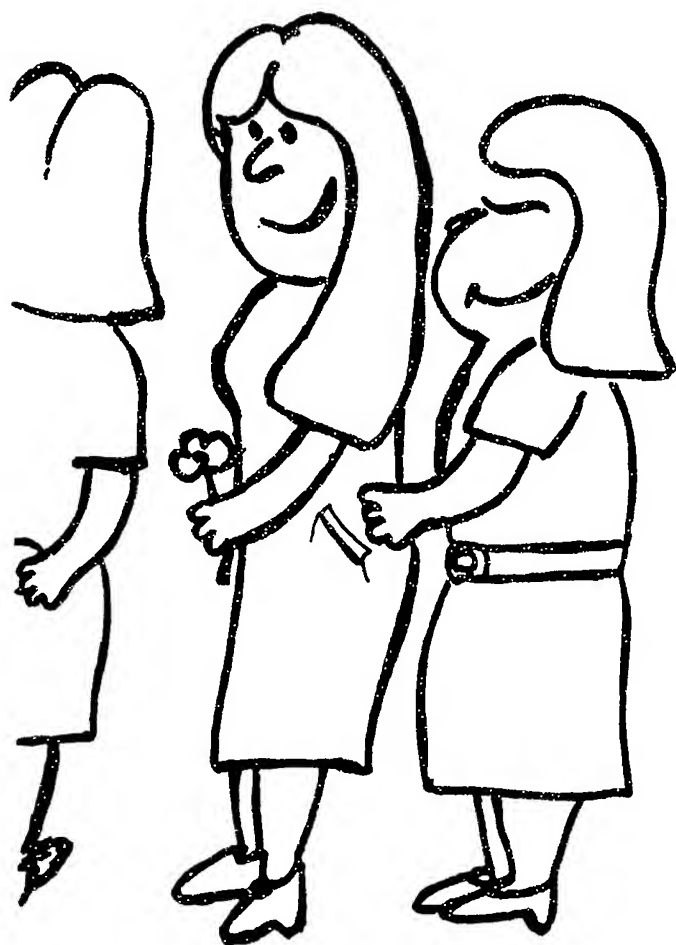
එයාට අයිപ്പලා දෙන්නෙත් තියෙනවා

He has two brothers.

When negating the affirmative sentences only -ക is used.

ටീമിට ഫ്രണ്ടുവോ ക

Tim does not have friends.



LESSON PLAN IV

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out personal information using the grammar
Teaching Point	Joining Verbs (past participle)
Materials needed	Action cards

Procedure

1. Warm up/Review: 5 mins

Review the past participle.

2. Presentation: 15 mins

Present the following sentences using the action cards.

ජෝන් ගෙදර එකවා. එයා වි.වි. බලනවා. එයා නිදාගන්නවා.

ජෝන් ගෙදර ඇවිල්ලා වි.වි. බලලා නිදාගන්නවා.

ඊයේ ජෝන් ගෙදර ආවා. එයා වි.වි. බැලුවා. එයා නිදාගන්නා.

ඊයේ ජෝන් ගෙදර ඇවිල්ලා වි.වි. බලලා නිදාගන්නා.

Elicit the grammar from the students and explain that the meaning depends on the finite verb.

3. Practice:

Listening -

10 mins

1. Make some sentences and ask the students to listen and arrange the action cards in order.

විමි කඩුව ගිහිල්ලා අත්කාසි අරගෙන සල්ලි දිලා ගෙදර ගියා.

තෙව මේර් කන්නේරුවට ගිහිල්ලා වැඩ කරලා බඩු අරගෙන ගෙදර එකවා. etc.

Listening & Speaking -

15 mins

1. Read out some sentences and ask the students to join them using past participles.

මම වවුලට යනවා. බත් කනවා. බඩු ගන්නවා. ඒම පස්සේ ගෙදර යනවා. etc.

Speaking -

15 mins

1. Make card sequences and ask students to read out the sequence.

4. Application (use):

10 mins

Students relate their daily routine.

කැමරාවේ උදේ මම කැමරාව. උදේ කෑම කාලා. ජේ බ්ලා වැඩට යනවා.

හවස ගෙදර ඇවිල්ලා. කාලා. ටී.වී. බලලා. කෑම කාලා නිදාගන්නවා.

5. Assessment (Task):

10 mins

Send the students on a task to ask a Sri Lankan and find out his/her daily routine.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Past Participle

Formation of past participle too is irregular. One of the uses of the Past Participle form of the verb is to connect a series of verbs in sequence. The final verb in the series is the main verb which decides the tense etc.

එයා කාලා බ්ලා ගෙදර ගියා

She ate, drank and went home.

ජීම් වැඩ කරලා පහට ගෙදර එනවා

Jim works, and comes home at five.

Host Family

Competency : To describe and
answer questions
about one's family

Situation : With homestay people

Dialogue II

Roles: PCT/Host Mother	Functions
<p>අම්මා : මාගේ සොට් කුමක් වයස තියද?</p> <p>(How old is your younger sister?)</p> <p>සොට් : අවුරුදු විස්සයි.</p> <p>(20 years)</p>	<p>- inquiring</p> <p>- giving information</p>
<p>Grammar:</p> <p>Numerals - 1 to 20</p>	

LESSON PLAN I

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the numbers in a role play
Teaching Point	Grammar: Numerals - 1 to 20
Materials needed	Number cards, role play cards, newsprint with numbers

Procedure

1. Warm up/Review:

2. Presentation:

15 mins

Present the numbers through number cards. Present 5 numbers at a time. Take the students through the Listening and Listening & Speaking stages for all the numbers upto 20.

3. Practice:

Listening -

15 mins

1. Distribute the number cards and ask them to show the number when you say it.
2. When you say the numbers ask the students to respond by standing for even numbers and sitting for odd numbers.
3. Ask the students to write down the number/s when you read out.

Listening & Speaking -

10 mins

1. Ask the students to say the next number when you say one.

Tr: 2 Ss: 3

2. Ask the students do a calculation exercise.

Tr: ෧෫කපි. ෫කපි Ss: ෪කපි

Speaking -

10 mins

1. Ask the students to answer the following questions.

1. මාගේ ඩෙලිවරින්ග් කොමිෂන් මොකද?
2. මාගේ ටවුන් Zip code කොමිෂන් මොකද?
3. මාගේ ගෙදර කොමිෂන් මොකද?
4. මාගේ Social Security කොමිෂන් මොකද?

4. Application (use):

15 mins

Role Play: Roles: PCT- Sri Lanka Police Constable
Situation: At the Police Station

Function: You have lost your purse with all important documents (Identity card, Passport, credit card, etc.) Make a complaint (මගේ Purse එක හැරිලා). The PC asks all the numbers of the documents after asking your personal details (Name, Address, Job etc)

5. Contingency Plan:

15 mins

1. Do a Run and Cross Game.

Divide the class into two teams and ask them to stand in two rows. When you say a number at random ask the first two players to cross it on the board. The first one to cross the number gets 10 points. Then the other two players come forward and follow the same. The team with most points win.

6. Assessment (Task):

7. Comments/Self Evaluation

1	2
3	4
5	6

7	8
9	10
11	12

13

14

15

16

17

18

19	20
0	

LESSON PLAN II

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to ask ages of the SLs using the dialogue.
Teaching Point	Dialogue
Materials needed	Listening cloze passages, picture dialogue

Procedure

1. Warm up/Review: 5 mins

Review the numbers through a game.

2. Presentation: 10 mins

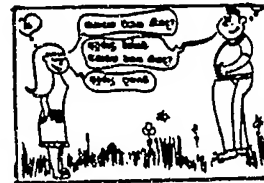
Present the dialogue through a picture dialogue.

මාතෘගේ වයස කීයද?

අවුරුදු 20යි

මාතෘගේ වයස කීයද?

අවුරුදු 16යි



3. Practice:

Listening -

10 mins

Give listening cloze passage.

Procedure:

1. Teacher reads. Students listen; do not write.
2. Teacher reads. Students fill in the blanks.
3. Teacher reads. Students check answers in pairs.

මංජුගේ වයස 16 යි. එයාගේ නංගිගේ වයස 12 යි. එයා ඉගෙනගත්තවා. මංජුගේ අයිසගේ නම පියසේන. එයාගේ වයස 20 යි. මංජුගේ කාලුවගේ නම සමන්. එයාගේ වයස 19 යි. මංජු තව අවුරුදු 4 ක් ඉස්කෝලේ යනවා. මංජුගේ උපතැන්නේ 8 සමන්ගේ උපතැන්නේ 11.

Listening & Speaking -

10 mins

1. Ask the following questions relating to the above passage.

1. මංජුගේ වයස කීයද?
2. එයාගේ නංගියේ වයස කීයද?
3. එයාගේ අපියාගේ වයස කීයද?
4. එයාගේ සාමුවාගේ වයස කීයද?
5. මංජුගේ උපන්දිනේ කවිද?
6. මංජුගේ සාමුවාගේ උපන්දිනේ කවිද?

Speaking -

10 mins

1. Take one role and practice the dialogue with the students.

4. Application (use):

10 mins

Students work in pairs and practice the dialogue.

5. Assessment (Task):

10 mins

Give an assignment to find out the ages of the Sri Lankan at the training site or members of the host family.

6. Contingency Plan:

7. Comments/Self Evaluation

16

ඔයාගෙ වයස කීයද?

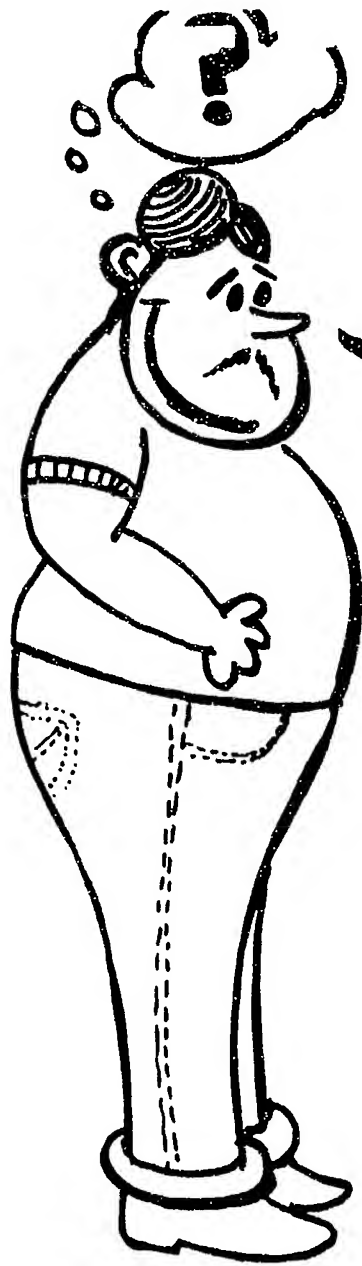
අවුරුදු විස්සයි.

ඔයාගෙ වයස කීයද?

අවුරුදු දසයයි.

282

30-



ඔයාගෙ රොඩ් නංගිලෙ
වයස කීයද?

අවුරුදු 20යි.

C

Topic III: Classroom Orientation

Competencies	Page
(1) To respond to commands: Dialogue I	01-03
(2) To respond to questions: Dialogue I	04-08
(3) To tell time: Dialogue I	09-12
(4) To tell date & day: Dialogue I	13-20
(5) To identify daily routines: Dialogue I	21-28

Classroom Orientation

Competency : To respond to commands

Situation : classroom

Dialogue I

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා:</p> <p> නැගිටින්න මෙය පත්ත මෙය බලන්න කියවන්න ලියන්න එන යන්න ඉඳහන් (Stand up-come here- look at this-read-don't write-go-sit down)) </p>	<ul style="list-style-type: none"> - instructing others to do something - following instructions
<p>Grammar</p> <p>Verb(infinitive) + එන</p>	

LESSON PLAN I

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the commands in a real classroom situation
Teaching Point	Grammar: Verb(infinitive)+එන & Dialogue
Materials needed	Record player, tape, pictures

Procedure

1. Warm up/Review: 10 mins

Warm up using an ice breaker or a game
Review infinitive using 'Simon says.....'

2. Presentation: 10 mins

Present the grammar structure using a recorded monologue. Respond to the voice on tape by miming appropriately.

කැගිටින්න මෙහෙ එන්න මේක බලන්න සිටුවන්න ලියන්න එන යන්න
ඉදගන්න

Present කැගිටින්න එන ඉදගන්න එන ලියන්න එන සිටුවන්න එන using
pictures.



Topic Classroom Orientation

3. Practice:

Listening -

5 mins

1. Give commands and get the students to mime.

Listening & Speaking -

10 mins

1. Say incomplete sentences and get the students to complete it by using the appropriate command.

1. මේ වැළ වැරදි. ඒ නිසා (බොහෝ වා)
2. A: මම කොහිත් බඩගිනිමි. b: එකෙහි.....(කන්න).
3. ගුරුවරයා උගන්වන්නවා. ඒ නිසා(කැමැතිවන්න වා).

Speaking -

10 mins

1. In pairs, one student commands and the other mimes.

4. Application (use):

10 mins

1. Each student teaches a mini lesson using the commands and instructions studied above.

5. Assessment (Task):

6. Contingency Plan:

Ask students to find out more classroom instruction from their host families.

7. Comments/Self Evaluation

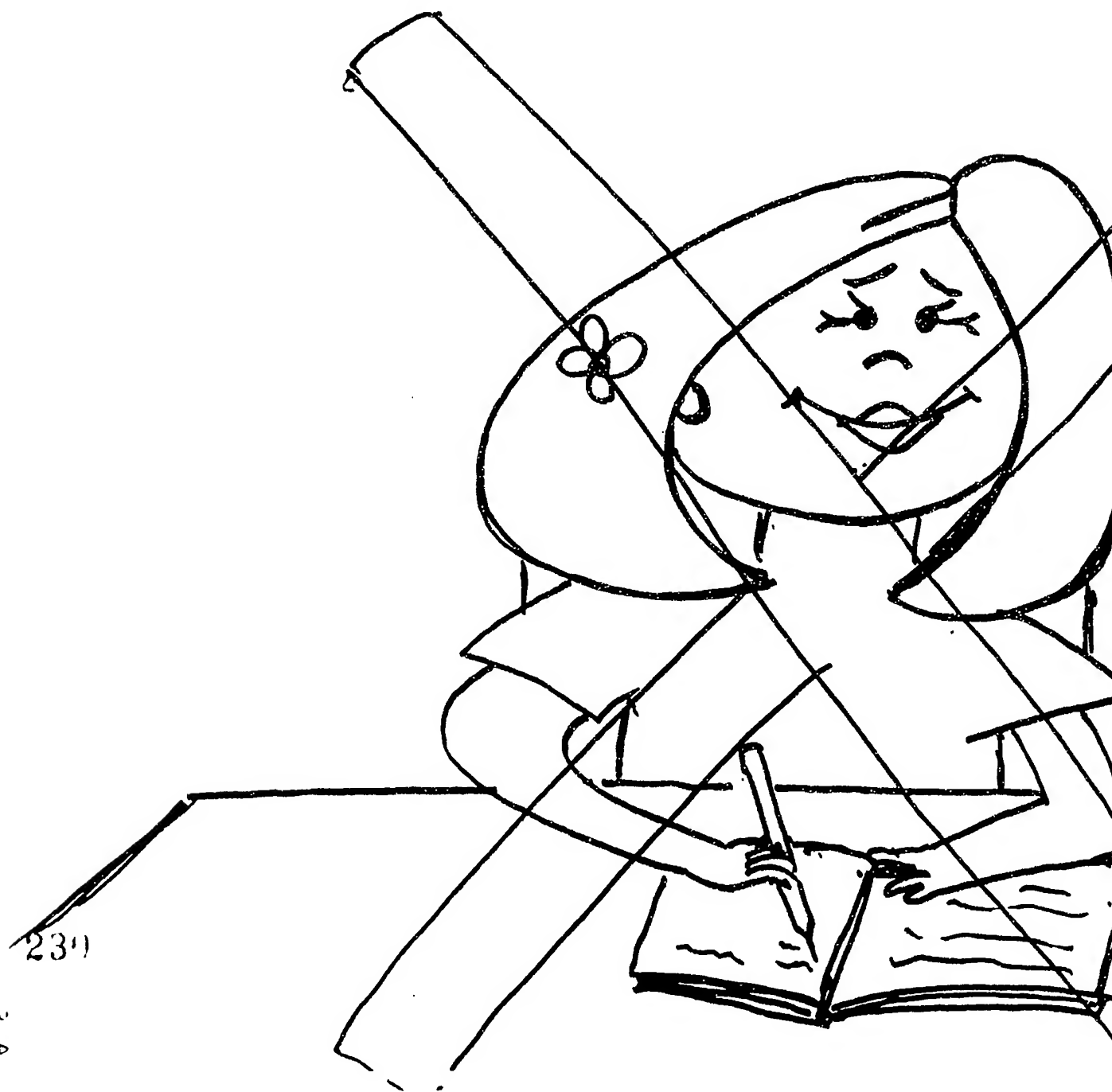
GRAMMAR NOTE

Negative Imperatives

These are formed thus:

යන්න වා	Don't go
බොහෝ වා	Don't drink

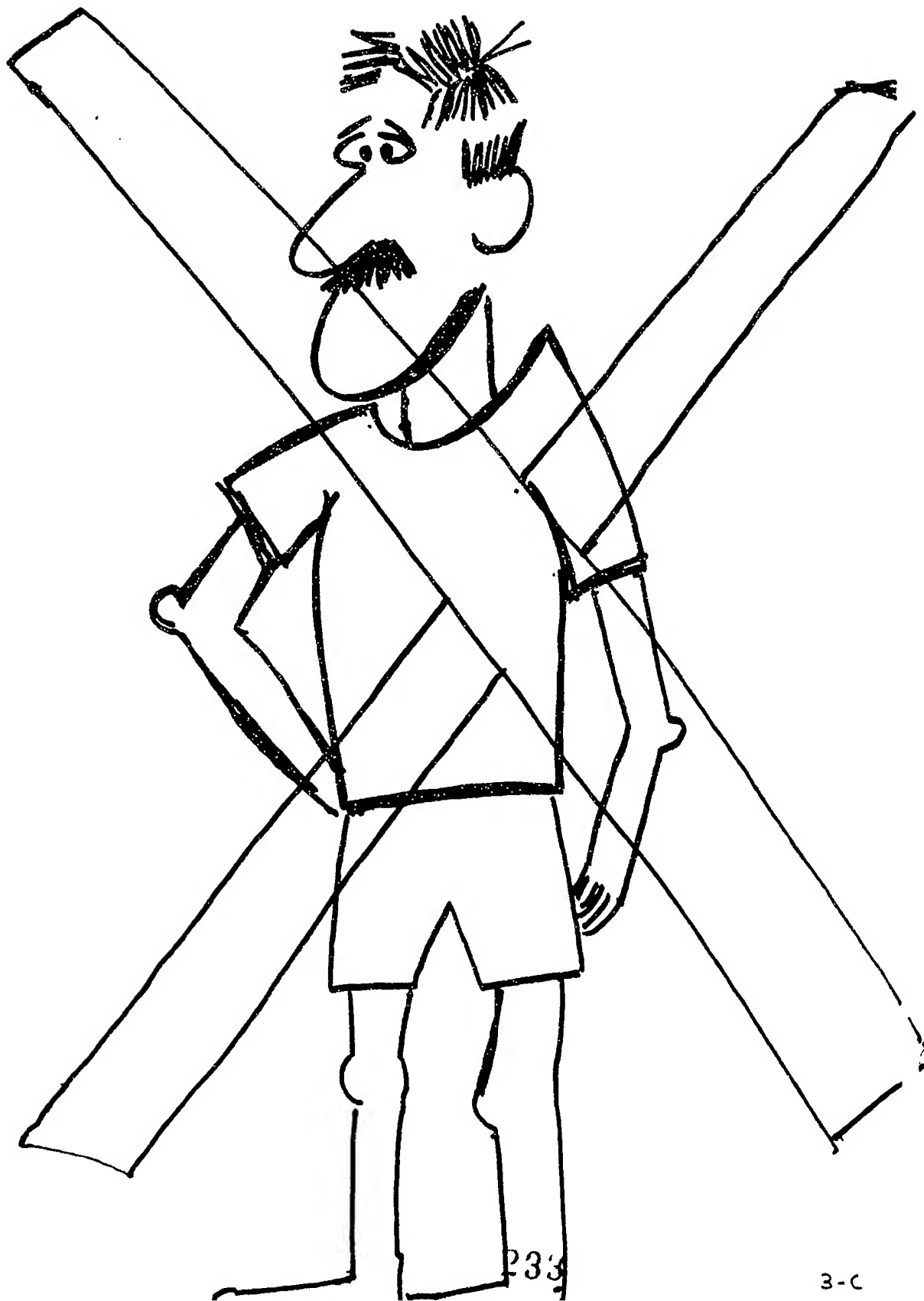
The negative imperative is used for giving advice , instructing etc.



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3-A





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3-C

Classroom Orientation

Competency : To respond to questions

Situation : classroom

Dialogue

Roles: PCT/Teacher	Functions
<p>ඔබ පැමිණීමේදී ප්‍රශ්න ඇතිද? (Why did you get late)</p> <p>පව් : බොරු බස් එක කැඩුණා (The bus was broken down on the way)</p>	<p>- inquiring</p> <p>- giving information</p>
<p>Grammar</p> <p>Verb involitive: කැඩෙන්නවා - කැඩුණා වැටෙන්නවා - වැටුණා</p> <p>වැහෙන්නවා - වැහුණා පිරෙන්නවා - පිරුණා</p>	

LESSON PLAN I

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the grammar in a role play.
Teaching Point	Grammar: verb involative: කැඩෙන්නවා - කැඩුණා වැසෙන්නවා - වැසුණා වැටෙන්නවා - වැටුණා පිරෙන්නවා - පිරුණා
Materials needed	Picture dialogues, pictures, role play cards

Procedure

1. Warm up/Review:

5 mins

Review the volitive verbs of the above involitive verbs

කඩන්නවා, වහන්නවා, වට්ටෙන්නවා, පුරවන්නවා

2. Presentation:

15 mins

Present the involitive verbs using pictures.



Present the other verbs using pictures.

3. Practice:

Listening -

10 mins

1. Draw some pictures to depict the volitive and involitive form of the above verbs and give them to the students. Get the students show you the correct picture when you say the verbs (both volitive and involitive).

Listening & Speaking -

10 mins

1. Say the volitive form of the verb and get the students to say the involitive form.

Speaking -

5 mins

1. Get the students to make some sentences using involitive verbs.

4. Application (use):

10 mins

Role Play: Roles: PCT/Teacher
Situation: At the class
Purpose: PCT comes to the class with lot of bandages.
Teacher asks why. Students say that she has fallen while she was travelling on a private bus. etc..

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Involitive verbs:

These verb forms are used to express ideas that are happened naturally and actions done unintentionally.

මගේ මුදුට රිදෙන්නවා

My head hurts.

සුදුව කැඩෙයි

The chair might break.

මගේ අත කැපුණා

I cut my finger. (accidentally)

වෙලාව නිසද?

ආය? මොකද උනේ?

Watch එන.

එක කැඩුනා



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6 A



LESSON PLAN II

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review: 2 mins

Review necessary vocabulary and grammar.

2. Presentation: 3 mins

Present the dialogue using a picture dialogue.



3. Practice:

Listening - 3 mins

Read the dialogue several times for the students to listen.

Listening & Speaking - 3 mins

Take roles and practise the dialogue with the students.

Speaking - 5 mins

Students practice the dialogue.

4. Application (use):

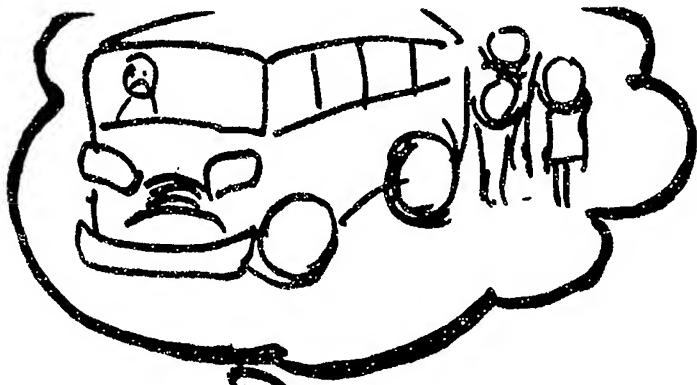
10 mins

Role Play: Roles: PCT/Teacher
Situation: At the classroom
Purpose: PCT is late for the class and teacher inquires.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



ඔබේ පරික්ෂණ

මහේ, ඔබ එක කළහො

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8-A

Classroom Orientation

Competency : To tell time

Situation : classroom/in the
community

Dialogue

Roles: PCT/Teacher	Functions
<p>ඔරුවරයා : වේලාව කීයද? (What's the time)</p> <p>පිළි : දසයයි (10 o'clock)</p>	<p>- requesting the time</p> <p>- giving the time</p>
<p>Vocabulary</p> <p>එකයි කාලයි එකට කාලයි එකහමාරයි (1 -12)</p>	

LESSON PLAN I

Estimated Time	1 hour 45 minutes
Objective	At the end of the lesson the students will be able to use vocabulary to find out information.
Teaching Point	Vocabulary: එකයි කාලයි එකට කාලයි එකහමාරයි ((1 -12) & Dialogue
Materials needed	Clock faces, Picture dialogues, Information Gap Sheets

Procedure

1. Warm up/Review: 10 mins

Review numbers upto 60.

2. Presentation: 15 mins

Present the time telling through a picture dialogue and a clock face.

චෙලාට කීයද? එකයි

Practice upto 12 this way and change the clock face to 1:15 and present.

චෙලාට කීයද? එකයි කාලයි

Continue this for all other forms: එක හමාරයි, දෙකට කාලයි

3. Practice:

Listening - 15 mins

1. Give clock faces to students and when you say the time get them to set times.
2. Set the time in the clock face and give multiple answers and get the students to say the correct answer.

Tr: a) අන හමාරයි Ss: a)
b) අනයි කාලයි
c) අනයි හමාරයි

Listening & Speaking -

10 mins

Set different times in the clock face and students tell the time.

Tr: දැන් වෙලාව කීයද?

Ss: අනෙකුත් කාලය

Speaking -

30 mins

1. Ask the students to do the above activity in pairs.
2. Introduce the following dialogue:

A: මොන කැමැත්තක් කියන්න?

B: හය්.

Introduce the other forms too.

හය් කාලය, හය් හමාරය, හය් කාලය තියා,
හය් විස්සයි

3. Information Gap exercise

	get up	eat breakfast	drink tea	go to town	go to bed
Noel					
Sampath					
Nilanthi					
Geethika					

	get up	eat breakfast	drink tea	go to town	go to bed
Noel					
Sampath					
Nilanthi					
Geethika					

4. Application (use):

15 mins

1. Role Play

Roles: PCV-Secretary/Receptionist
 Situation: In an office
 Purpose: to make appointments with the an officer/head at the office for an official purpose.

5. Assessment (Task):

10 mins

1. Ask the students to go to a Sri Lankan and find out the following information.
 - At what time they get up
 - At what time they go to work
 - At what time they go to bed etc
2. Give the students a task to find at what time they do the following tasks on the New Years Day.
 - light the hearth (ලීස ගිනි මොලවනවා)
 - eat food
 - go to work
 - bathe
 - transactions (ගනුදෙනු)

6. Contingency Plan:

15 mins

Concentration Play the game with two sets of cards that match clock faces to written times. The students must read the times aloud when picking up the cards.

7. Comments/Self Evaluation

GRAMMAR NOTE

Telling the time:

When telling the time the form of numeral is:

Definite singular form + assertion marker

එකයි	One O' clock
එකයි කාලයි	Quarter past one
එක හමාරයි	Half past one
දෙකට කාලයි	Quarter to two

Classroom Orientation

Competency : To tell day/date

Situation : classroom/in the community

Dialogue

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා : අද දවස කවද්ද?</p> <p>(What day is today?)</p> <p>පිඵ : බදද</p> <p>(Wednesday)</p> <p>ගුරුවරයා : දිනේ කවද්ද?</p> <p>(What's the date?)</p> <p>පිඵ : විසි දෙවෙනිද</p> <p>(It's 22)</p>	<p>- requesting the day</p> <p>- giving the day</p> <p>- requesting the date</p> <p>- giving the date</p>
<p>Vocabulary</p> <p>Days of the week: සඳුදා අඟහරුවාදා බදද මුහුසපතින්ද පිතුරාද සෙනසුරාද ඉරිදා</p> <p>Numerals - ordinals: පළවෙනිද දෙවෙනිද තුන්වෙනිද හතරවෙනිද පස්වෙනිද හයවෙනිද සත්වෙනිද අටවෙනිද නමවෙනිද දහවෙනිද</p>	

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out information
Teaching Point	Vocabulary: Days of the week: සඳුදා අඟහරුවාදා බදාදා මුත්ස්සතින්දා සිකුරාදා සෙනසුරාදා ඉරිදා
Materials needed	Information Gap sheets, PST schedule, Calendar, Speaking work sheets, Index cards

Procedure

1. Warm up/Review:

5 mins

Review ඵයේ, හෙට, සෙරේදා, අනිද්දා using the PST schedule.

ඵයේ අපි කෙරුවේ මොනවද? හෙට අපි කරන්නේ මොනවද? අපි ගියේ කවදද? etc.

2. Presentation:

15 mins

Present the days of the week through a calendar.

Introduce සතියා, මාසය, අවුරුද්ද, ගිය, ලබන or එක

3. Practice:

Listening -

10 mins

1. Point to the calendar and say the correct/incorrect day. Students listen and say බව, නැ.
2. Distribute index cards on which days are written in English and ask the students show the correct card when you say in Sinhala.

Listening & Speaking -

15 mins

1. Get the students to repeat the days several times
2. Say a day and ask the students to say the following/previous day.

Tr: අද සිකුරාදා. හෙවත් කවදද? Ss: හෙවත් සෙනසුරාදා.
Tr: ඊයේ සිකුරාදා. හෙවත් කවදද? Ss: හෙවත් ඉරිදා. etc.

Speaking -

15 mins

- Chain drill: Student A: සඳුදා
Student B: සඳුදා. අඟහරුවාදා.
Student B: සඳුදා. අඟහරුවාදා. බදාදා etc...
- Get the students to do #2 Listening & Speaking activity.
- Game:** Distribute index cards among the students. They display the cards standing in a circle. A volunteer comes to the centre and calls his day. The person who has next day to the caller's day says his day. Game continues until somebody makes a mistake who in turn would be the next caller.

4. Application (use):

15 mins

Students work in pairs and fill out the following grid by asking what activities they do in the evening and at night on each day.

	තවස	රා
සඳුදා		
අඟහරුවාදා		
බදාදා		
බ්‍රහස්පතින්දා		
සිකුරාදා		
සෙනසුරාදා		
ඉරිදා		

5. Assessment (Task):

10 mins

Ask the find out when are the following banks are closed

- Bank of Ceylon
- Seylan Bank
- Commercial Bank etc.

6. Contingency Plan:

10 mins

Information Gap:

වෛෂයික දත්ත

	රූප	තවස	රූ
සඳුරු			
අගනුවර			
බදුරු			
මුහුදුබඩ			
සිංහරාජ			
සෙසු			
ප්‍රදේශ			

	රූප	තවස	රූ
සඳුරු			
අගනුවර			
බදුරු			
මුහුදුබඩ			
සිංහරාජ			
සෙසු			
ප්‍රදේශ			

	රූප	තවස	රූ
සඳුරු			
අගනුවර			
බදුරු			
මුහුදුබඩ			
සිංහරාජ			
සෙසු			
ප්‍රදේශ			

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out information using the vocabulary.
Teaching Point	Vocabulary: Numerals - ordinals: පළවෙනිද, දෙවෙනිද, තුන්වෙනිද, හතරවෙනිද, පස්වෙනිද, හයවෙනිද, සත්වෙනිද, අටවෙනිද, නවවෙනිද, දසවෙනිද
Materials needed	Calendar, Newsprint with calendar dates, information gap sheets, question sheets

Procedure

1. Warm up/Review: 5 mins

Review the numbers

2. Presentation: 15 mins

Present the numerals using a calendar. Introduce ten dates at a time.

3. Practice:

Listening - 10 mins

1. Read out dates in random and students write them down. Then ask the students to check in pairs before checking in common.
2. Run & Cross Game

Listening & Speaking - 15 mins

1. Students listen to the following passage and answer the questions. A question sheet is given to the students to refer and answer.

ගිය නිවාඩු කාලේ (vacation එකේ) අපි නුවරඑළියේ ගියා. අපිට නිවාඩු දුන්නේ 20 වෙනිදා. 22 වෙනිදා මමයි කපිලයි කොයෙලයි බස් එකෙන් නුවර ගියා. අපි මුළුලඟ් කෙස්ට් එකේ නැවතුනා. අපි දවස් දෙකක් නුවර ගිටියා. නුවර ඉන්නකොට අපි මල්වත්ත බලන්න ගියා. ඒට පස්සේ අපි නුවරඑළියේ ගියා. අපි එකේ දවස් තුනක් ගිටියා. ගොඩක් විනෝද උනා. හැබැයි 27 වෙනිදා කපිලට අයහිට උනා. ඉතිං අපි 28 වෙනිදා උදේ ගෙදර ආවා.

1. හිවාඩු දුන්නේ කවදද?
2. කුඩර් ගියේ කවදද?
3. කුඩර්න් කුඩර්ඵලියට ගියේ කවදද?
4. කපිලට අසනීය උනේ කවදද?
5. අපි ගෙදර ආවේ කවදද?

Speaking -

10 mins

1. Information Gap:
PST trips schedule

කොළඹ	කොළඹ
පිත්තවිල	පිත්තවිල
අනුරාධපුරය	අනුරාධපුරය
සිගිරිය	සිගිරිය
කුඩර්ඵලිය	කුඩර්ඵලිය

4. Application (use):

15 mins

1. Get the students to answer questions such as:
 1. බයාගේ උපන්දිනේ කවදද?
 2. බයා ලංකාවට ආවේ කවදද?
 3. බයා ඇමරිකාවෙන් ආවේ කවදද?
 4. Thanksgiving තියෙන්නේ කවදද?
 5. American Independant Day කවදද?

5. Assessment (Task):

10 mins

Give them a task to find out the following information

- Sri Lankan independant day
- Sinhala & Hindu New year's Day
- National Heros' Day

6. Contingency Plan:

7. Comments/Self Evaluation

Social Life

Competency : To make polite requests

Situation : classroom

Dialogue I

Roles: PCT/Teacher	Functions
<p>සෙට් : මං ගෙදර යන්නද? (May I go home?)</p> <p>ගුරුචරණ : හැ. (o.k.)</p>	<p>- asking for permission</p> <p>- giving permission</p>
<p>Grammar</p> <p>S(1st person) + v(infinitive) + ද?</p>	

LESSON PLAN I

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to ask permission to use office equipment
Teaching Point	Grammar: S(1st person) + v(Infinitive) + ඇ? & Dialogue
Materials needed	Paper strips, picture dialogue, listening grids, role play cards

Procedure

1. Warm up/Review: 5 mins

Review the infinitive form of the verb

2. Presentation: 15 mins

Present the concept through a simulation. Pretend as you have forgotten your pen and touch a students pen on the table and say:

මම: ම. මේ පෙන තත්තද? You will observe that the student will immediately respond to it. Then analyse the structure and present the meaning and the form.

3. Practice:

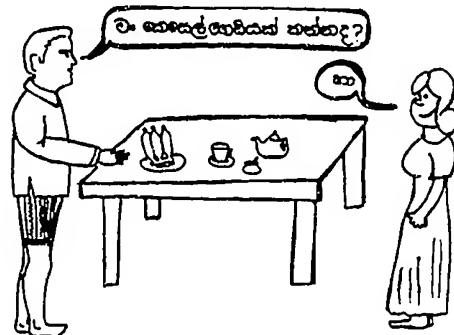
Listening - 20 mins

1. Read out sentences like the following and get the students to say **හා** or **එහා**.

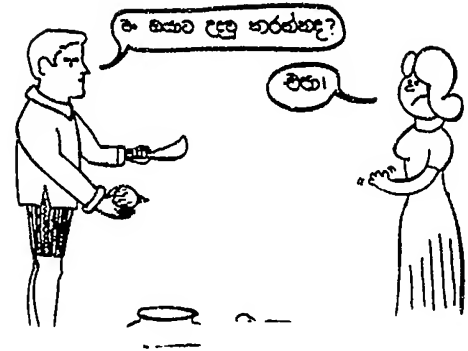
1. මට මතක්පිටි. ම. නිදාගත්තද?
2. අපිට සම්මැලිපි. අපි යත්තද?
3. මට නිබඳපි. ම. වතුර බොත්තද?
4. Project Director සනාඨකරනවා. ම. යත්තද?

2. Read out the following descriptions and ask the students fill the grid with / or X .

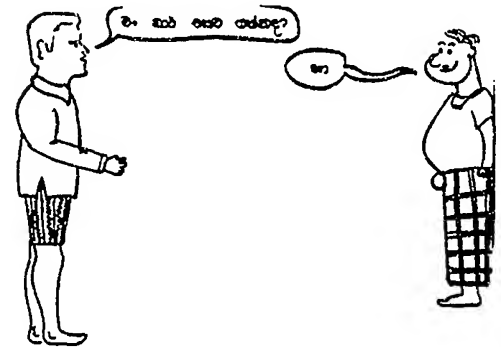
ටකර් ඒකේ හටස ගෙදර ගිහිල්ලා තේ බිට්වා.
ඒට පස්සේ එයා කුස්සියට ගියා.
එයා ඇහුවා ම. කෙසෙල් ගෙඩියක් තත්තද?
අම්මා කිව්වා හා.



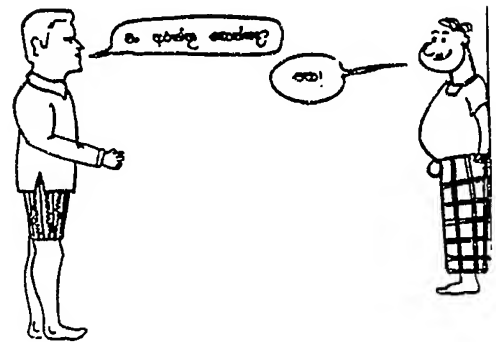
එයා කෙසෙල් ගෙඩියක් කාලා ඇහුවා
මං ඔයාට උදව් කරන්නද?
අම්මා කිව්වා එයා.



ඒටපස්සේ එයා තාත්තා ලගට ගියා.
එයා ඇහුවා මං බාර් එකට යන්නද?
තාත්තා කිව්වා හ්.



ඒටපස්සේ ටනර් ඇහුවා
මං අරක්කු බොන්නද?
තාත්තා කිව්වා එයා.



Asking permission:	හ්	එයා
to eat banana		
to help		
to go to the bar		
to drink arrack		

Listening & Speaking -

5 mins

1. Say a related word and students say the permission form.

Tr: බස්	Ss: (කන්තද?)
Tr: ටී.ටී.	Ss:
Tr: බිංජු	Ss:
Tr: ටුටු	Ss:

Speaking -

15 mins

1. Write the following statements on paper strips and distribute a set to each pair. One student takes one strip at random and ask appropriate permission question. The other responds accordingly.

You are tired

ඔබ මහත්වැඩි. ඔබ සිදාගන්නද?

එහා

Statements:

You are tired

You are sleepy

The door is open

You are hungry

Your teacher is moving the board

You are nervous and you feel like smoking in the class

4. Application (use):

15 mins

Role Play:

Roles: PCT/Language Instructor
 Situation: at the training site
 Purpose: PCT asks appropriateness of the following actions. LI responds

- to wear shorts to the temple
- to wear shorts to the class
- to smoke inside the training site
- to watch movies after the classes
- to have a party on Sunday

5. Assessment (Task):

10 mins

Students go to the office assistant and asks permission to use the following items.

- the type writer
- the photo copier
- the computer
- the telephone

6. Contingency Plan:

7. Comments/Self Evaluation

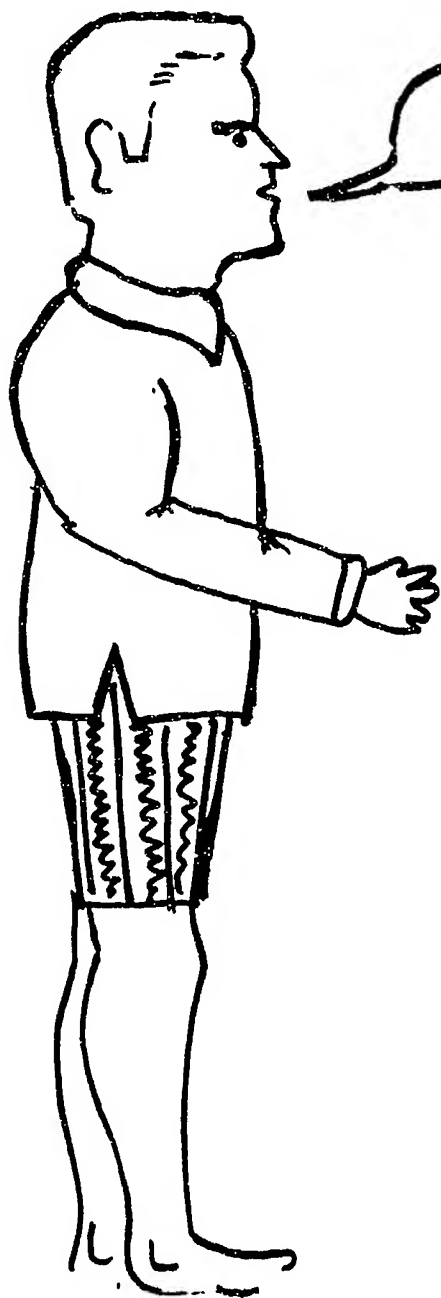
GRAMMAR NOTE

Verb Infinitive + can :

This is formed thus:

can	May (I/We) go?
can	May (I/We) take?

This form is used for asking permission to do something. It is only used with 1st person.

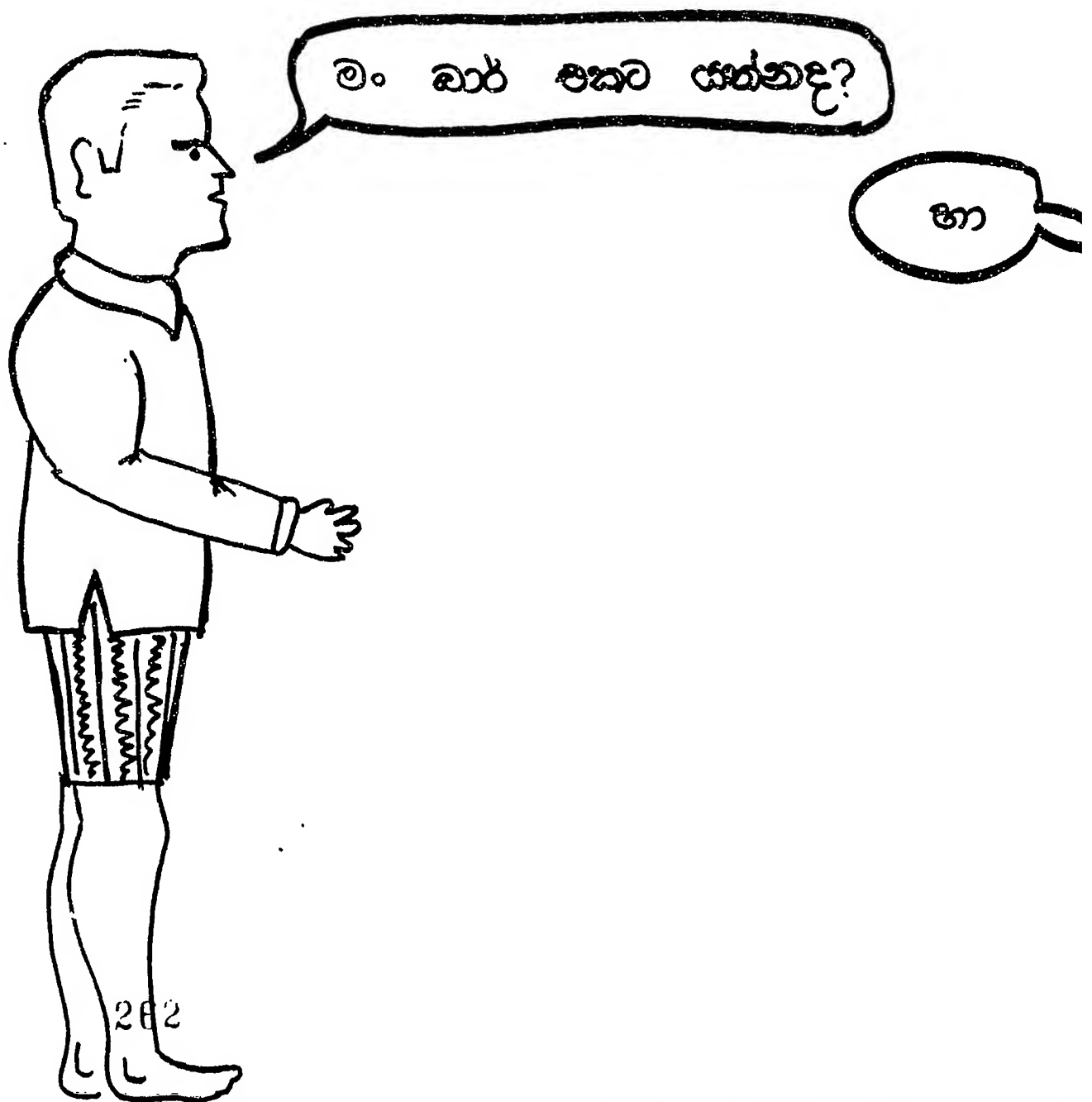


ම. අරක්කු කොන්නද?

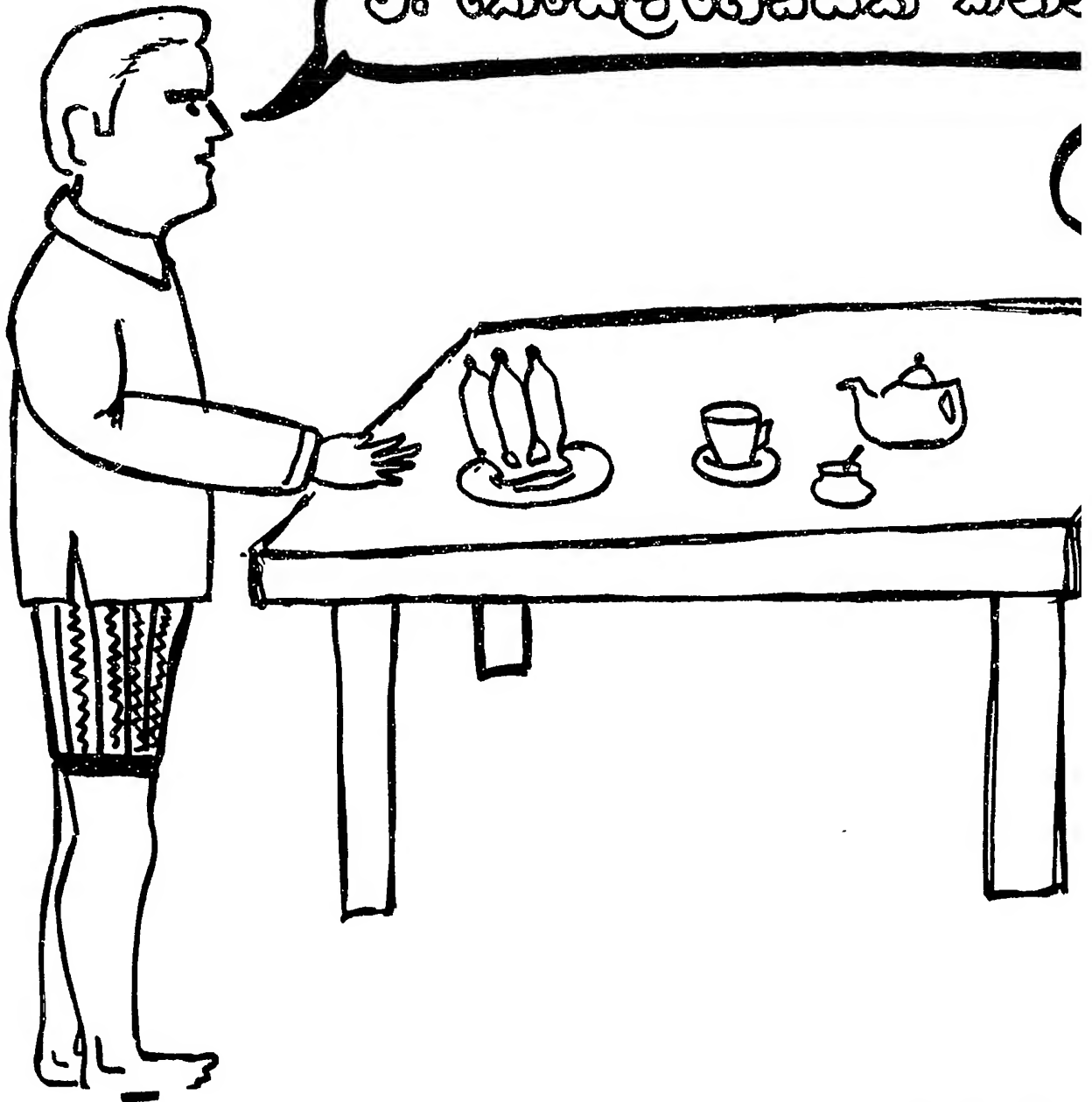
ඔහ!

0360

5-A

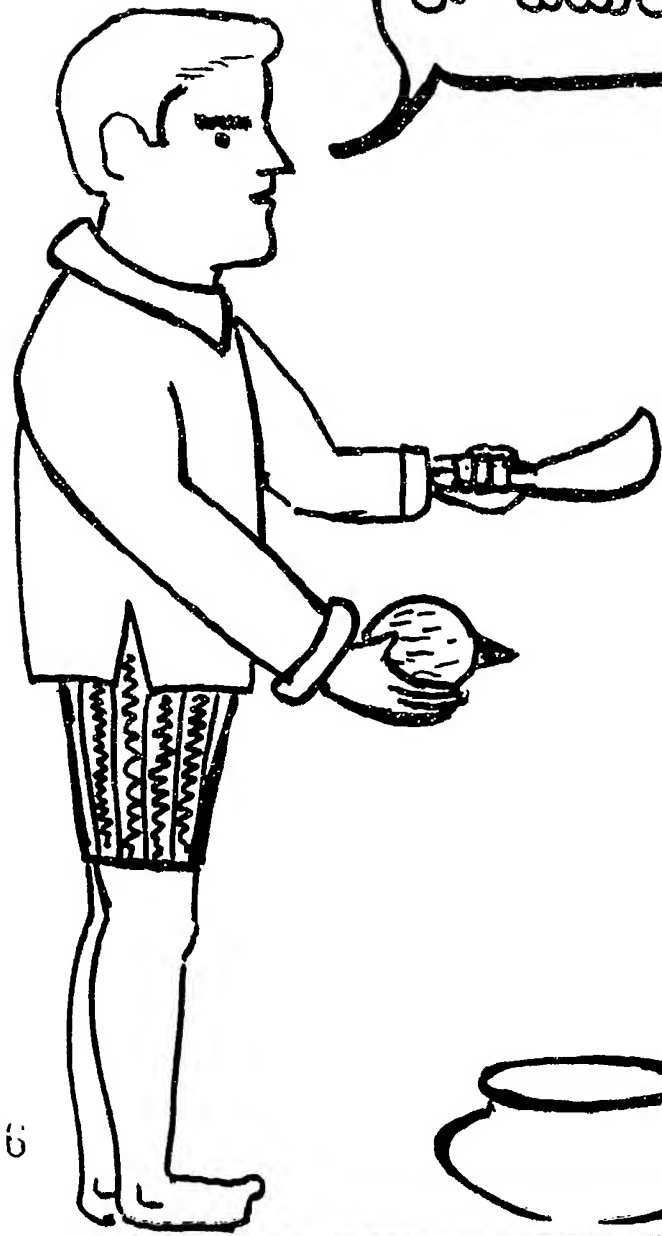


ම. කෙසෙල් ගෙඩියක් කන්න



ම. ඔයාට ලිපි කරන්නද?

ඒක!



Social Life

Competency : To make polite requests

Situation : with host family/in the classroom

Dialogue II

Roles: PCT/Host Father	Functions
<p>පිම් : සොඩ්ඩක් බස දොර වහනවද?</p> <p>(Can you please close the door)</p>	- requesting
<p>ගරුවරයා : හා</p> <p>(o.k.)</p>	- agreeing
<p>Phrases</p> <p>සරුණාකරවා කරනා කැඳව</p> <p>Grammar</p> <p>S(2nd person) + verb(present) + ද?</p>	

LESSON PLAN I

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to use the grammar to borrow an item
Teaching Point	Grammar: S(2nd person) +verb(present)+ಈ Phrase & Dialogue
Materials needed	Picture dialogue, paper strips, role play cards

Procedure

1. Warm up/Review:

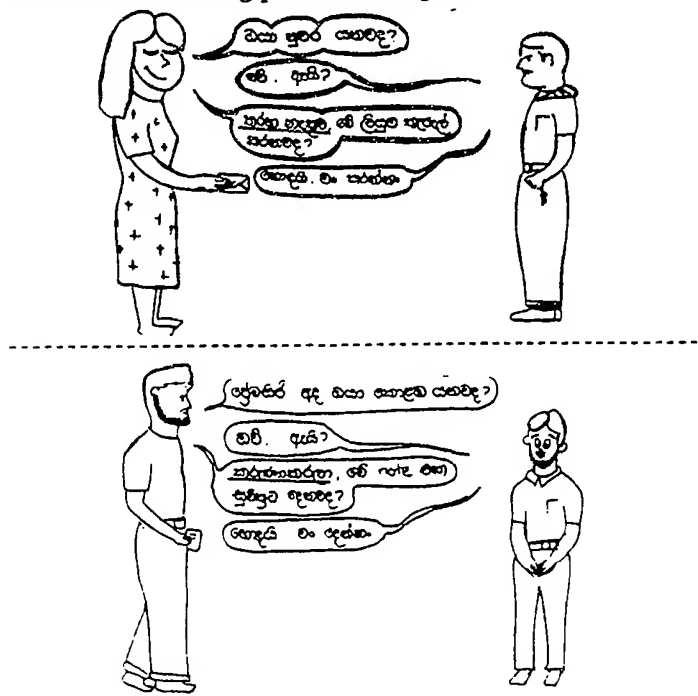
5 mins

Review the present tense verbs

2. Presentation:

15 mins

Present the structure using picture dialogues.



Elicit the grammar rule and the meaning from the students.

3. Practice:

Listening -

10 mins

1. Read out sentences. Students select sentences of correct meaning taught above. (Asking for favour)

1. මට සිතලයි. අර දොර වහනවද?
2. මයාලා අද බැර් එකට යනවද?
3. මට හේ එකක් දෙන්නවද?
4. අපේ මට පැනවෙල් දෙකක් ගේන්නවද?
5. මයාලා සිංහල ඉගෙනගන්නවද?
6. තරහ නැතුව සුමිලට විකක් කතාකරනවද?

Listening & Speaking -

15 mins

1. Ask for some favours from the students. Students agree to do or refuse politely using *කෙරෙයි* or *තරහවෙන්න එපා..දැන් බැ.*

1. පැන පොඩ්ඩක් දෙන්නවද?
2. මට බොලර් සිසක් දෙන්නවද?
3. පොඩ්ඩක් එළියට යනවද?
4. මට පොඩ්ඩක් උදව් කරනවද?
5. fan එක පොඩ්ඩක් දානවද?
6. මගේ බෑග් එක පොඩ්ඩක් බලාගන්නවද?

Speaking -

10 mins

1. Write all the above sentences from the listening exercise and listening and speaking exercise and write them on paper strips. Give each pair a set of strips. One student selects the correct sentence and asks the favor from the other. who in turn would agree to do or refuse to do politely.

4. Application (use):

20 mins

Role Play:

Roles: PCV/Passangers/conductor
Situation: on a crowded private bus
Purpose: you are squeezed and request the passangers to get aside.

- the conductor requests the passangers to go to the back, request the footboard travellers to come up, request the people hurry a bit when getting in and getting off.
- PCV requests the passanger on a seat to keep his/her bag. (*පොඩ්ඩක් සිංහගන්නවද?*)
- you get a seat, you are requested to take care of a bag of a passanger who cannot even stand.

5. Assessment (Task):

10 mins

Send the students to borrow an article from a known Sri Lankan using the structure.

6. Contingency Plan:

7. Comments/Self Evaluation

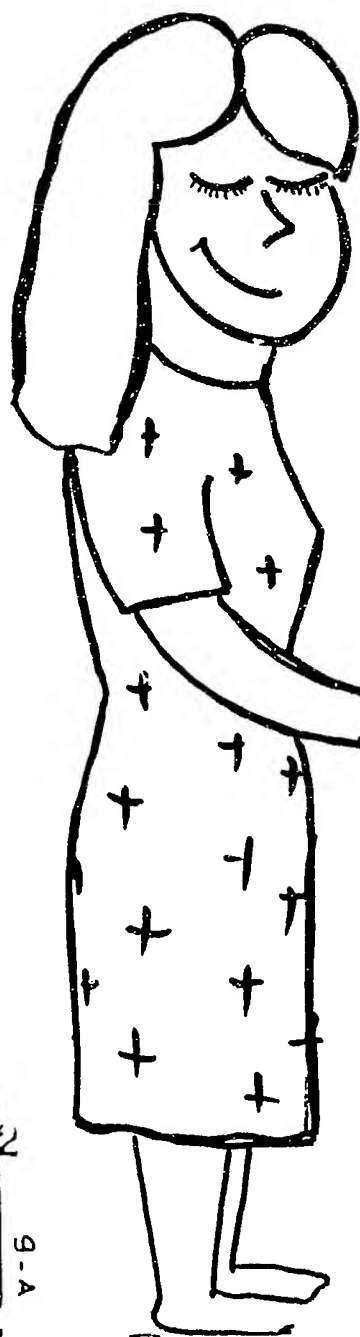
GRAMMAR NOTE

Subject (2nd person) + V(present) + et :

This structure is used for making polite requests. Most of the time the subject 'මම' is not used as it is understood from the context.

මම එය දෙන්නද?

Will you please pass (give) me that pen?

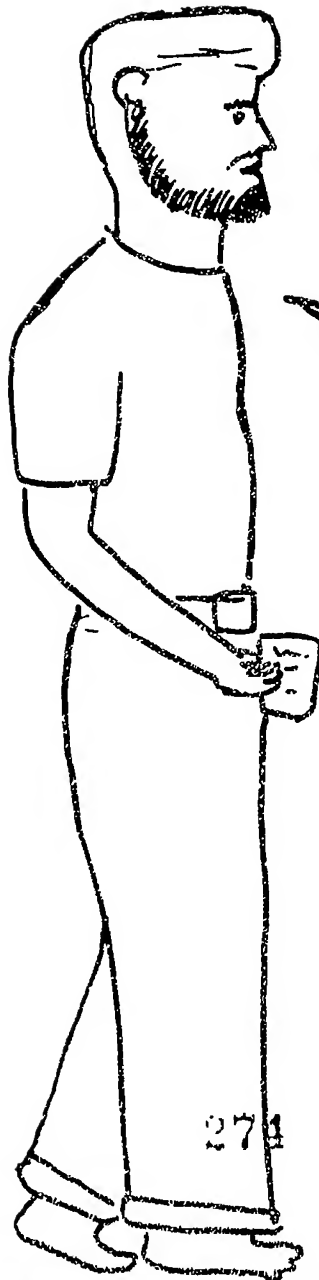


ඔයා නුවර යනවද?

ඔව්, ඇයි?

තරඟ නැනූම, මේ ලියුම තැපැල්
කරනවද?

හොඳයි, මං කරන්නා



ප්‍රේමාචාර් අද ඔයා කොළඹ යනවිට

ඔව්, ඇයි?

කරුණාකරලා, මේ note එක
පුත්තුව දෙහාලද්ද?

හොඳයි, මං දෙන්නා.

Social Life

Competency : To make polite requests

Situation : with host family

Dialogue III

Roles: PCT/Host Mother	Functions
<p>ප්‍ර: මට වතුර බිත් දෙන්න පුළුවන්ද? (Could you please give me some water?)</p> <p>මව: ආ...මෙන්න (Here, you are)</p>	<p>- requesting</p> <p>- agreeing</p>
<p>Grammar</p> <p>S(Dative) + පුළුවන් / මැ</p> <p>S(Dative) + Verb(infinitive) + පුළුවන් / මැ</p>	

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the structure and request someone to do some errands
Teaching Point	Grammar: S(Dative) + Verb infinitive + සුදුවන් / බැ
Materials needed	Picture dialogues, information gap sheets, role play cards

Procedure

1. Warm up/Review:

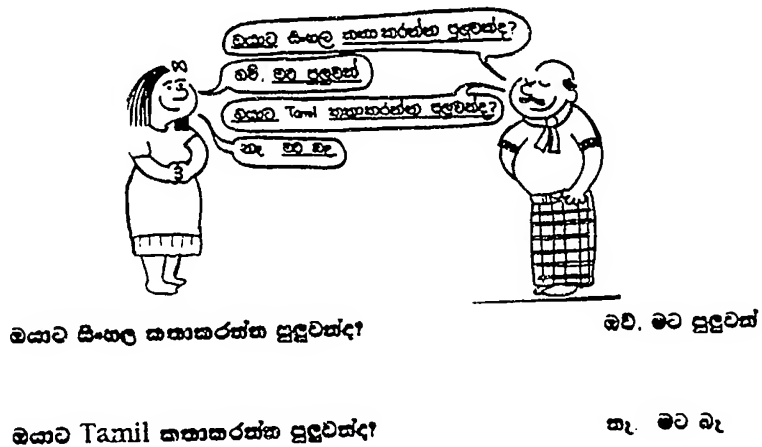
5 mins

Review verb infinitive form of the verb.

2. Presentation:

15 mins

Present the structure using a picture dialogue.



Present more examples such as..

කෝරට පිංද කියන්න බැ හමුත් තටත්ත සුදුවන්.
 ආරට කෑම කන්න සුදුවන් හමුත් උයන්න බැ.
 කැතර්ට පිතන්න සුදුවන් හමුත් ටෙහිස් ගහන්න බැ.
 ටයාට French උගන්නන්න බැ හමුත් ඉංග්ලිසි උගන්නන්න සුදුවන්.

3. Practice:

Listening -

15 mins

Read the following passage and ask the students to mark ✓ / X on the grid.

නිරුක්ති වැඩකරන්නේ බිබිලේ. එයාට හොඳට සිංහලයි ඉංග්‍රීසියි උගත්තත්ත පුළුවන්. ඒත් එයාට දෙමළ උගත්තත්ත බෑ. එයාට වෙතිස් ගහන්ත පුළුවන් ඒත් ක්‍රිකට් ගහන්ත බෑ. එයාට දුවත්ත පුළුවන්. ඒත් පහිත්ත බෑ හැබැයි තවත්ත පුළුවන්.

නිරුක්ති	පුළුවන්	බෑ
සිංහල උගත්තත්ත		
දෙමළ උගත්තත්ත		
ඉංග්‍රීසි උගත්තත්ත		
වෙතිස් ගහන්ත		
ක්‍රිකට් ගහන්ත		
දුවත්ත		
පහිත්ත		
තවත්ත		

Listening & Speaking -

5 mins

- Say incomplete sentences using the structure. Students complete using පුළුවන් / බෑ.

Tr:	පුමුණාට සිංදු කියන්න	Ss:	(පුළුවන්)
Tr:	Clintonට කතාකරන්න	Ss:	.....
Tr:	Michael Jacksonට තවත්ත	Ss:	.....
Tr:	කෝර්ට් සිංහල කතාකරන්න	Ss:	.....

Speaking -

15 mins

1. Information Gap A

	Italian කළමනාකරණය	පිතෘත්ව	තෙවන	සිංදු සිසිල්
Sumithra	?	X	?	?
Tom	✓	?	X	?
Mary	?	✓	?	✓

Information Gap B

	Italian කළමනාකරණය	පිතෘත්ව	තෙවන	සිංදු සිසිල්
Sumithra	✓	?	✓	✓
Tom	?	✓	?	X
Mary	X	?	✓	?

4. Application (use):

15 mins

Role Play: Roles: PCT/Sri Lankan
Situation: At the office

Purpose: You are interviewing a Sri lankan for a job
ask him/her whether she could do the following:

- Whether he/she can speak English
- Whether he/she can type
- Whether he/she can operate computer
- Whether he/she can operate the photo copier
- Whether he/she can to drive

5. Assessment (Task):

10 mins

Introduce the meaning of REQUESTING (මම චතුර විකල්පයක් සලකන්න) in this structure and ask the students to go to the Peace Corps Driver and request him to post their letters and bring some aerogrammes.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Constructions with 'සුදුවන්' 'can':

සුදුවන් is an irregular verb. The affirmative pattern is:

S (Dative) + V(Infinitive) + සුදුවන්

මම හෙට යන්න සුදුවන් I can go tomorrow.

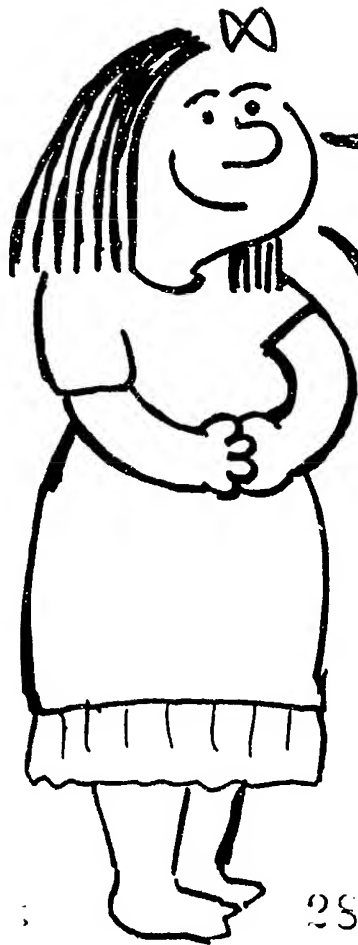
ඊයාට මෙන්න සුදුවන් She can sew.

The negative pattern is:

S(Dative) + V(Infinitive) + බෑ

මම කන්න බෑ I cannot eat.

The interrogative forms are: සුදුවන්ද and බැරිද



මයාට සිංහල කතාකරන්න පුද්ගලයා

ඔව්, මට පුද්ගලයා

මයාට Tamil කතාකරන්න පුද්ගලයා

නැ . මට නැ

LESSON PLAN II

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Pictue dialogue, role play cards

Procedure

1. Warm up/Review:

5 mins

Review the previous lesson

2. Presentation:

5 mins

Present the dialogue through a picture dialogue.

මම චතුර විකල්ප දෙන්න පුළුවන්ද?

ආ.. මෙන්න



3. Practice:

Listening -

5 mins

Read the dialogue several times for the students to listen.

Listening & Speaking -

10 mins

Give some situations and ask the students how would they request using the form.

1. ඔබට බඩගිනිසි. ඔබ දම්බයෙන් සෑම ඉල්ලුමක් කොහොමද?
2. ඔබට හිමගනි. ඔබ තංගියෙන් වතුර විසත් ඉල්ලුමක් කොහොමද?
3. ඔබට සෑතක් සෑ. ඔබගේ සාලුවාගෙන් සෑතක් ඉල්ලුමක් කොහොමද?
4. ඔබට සහිස සෑ. Office Assistantගෙන් Tylenol ඉල්ලුමක් කොහොමද?

Speaking -

10 mins

Take the above situations in the L & S exercise and practice as dialogues

4. Application (use):

15 mins

- Role Play: Roles: PCT/Post Office clerk
 Situation: At the Post Office
- Purpose: Go to the post office and do the following
 using the structure learnt.
- ask for a telegram form
 - ask for aerogrammes
 - buy 2 rupee stamps
 - make a telephone call

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



මට චතුර විකාශ දෙන්න
පුලුවන්ද?

ආ.... නොහැ.

Social Life

Competency : To make polite requests

Situation : At the training site/Any social situation

Dialogue IV

Roles: PCT/Project Director	Functions
<p>ප්‍ර: මං මෙතන සිගරට් බිච්චට කමක් තැද්ද?</p> <p>(Is it o.k. for me to smoke here?)</p> <p>ව්‍යාපෘති අධ්‍යක්ෂ: කමක් නෑ</p> <p>(Doesn't matter)</p>	<p>- asking for permission</p> <p>- giving permission</p>
<p>Grammar</p> <p>Verb(past tense) ට + කමක් නෑ</p>	

LESSON PLAN I

Estimated Time	1 hour & 10 minutes
Objective	At the end of the lesson the students will be able to ask if its okay to do laundry in the training site
Teaching Point	Grammar: Verb(past tense)ට + කමක් නෑ & Dialogue
Materials needed	Picture dialogues, role play cards

Procedure

1. Warm up/Review:

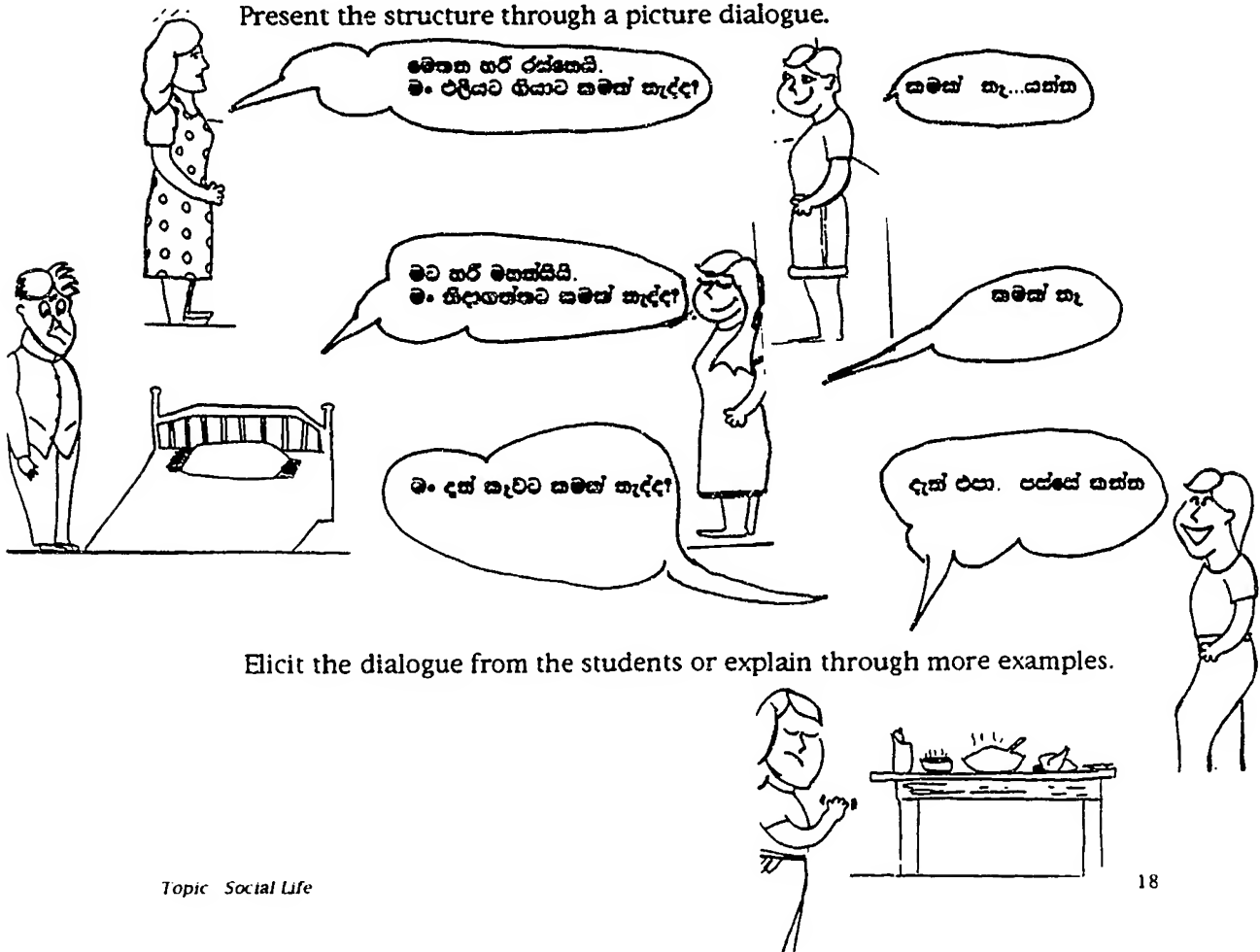
5 mins

Review the past tense verbs.

2. Presentation:

15 mins

Present the structure through a picture dialogue.



Elicit the dialogue from the students or explain through more examples.

3. Practice:

Listening -

5 mins

Read out the dialogues with correct intonation patterns

Listening & Speaking -

10 mins

1. Ask questions like the following. Students answer appropriately.

අපි පංසලට යනවා. සපත්තු දැමීමට කමක් ඇද්ද?
පංතියේ සිතරට බේරවට කමක් ඇද්ද?
motor bike පැද්දට කමක් ඇද්ද?
තවස මෙහෙ බිසර් බේරවට කමක් ඇද්ද?
පොත් බිම තිබීමට කමක් ඇද්ද?

Speaking -

1. Students work in pairs and practice above dialogues

4. Application (use):

15 mins

Role Play: Roles: PCT/Host mother
Situation: At the host family

Purpose: Ask the host mother if its okay to do the following.

- to take the bucket for washing clothes
- to wear jeans to a Buddhist temple
- to put the clothes outside to dry
- to take a chocolate as a gift for a wedding

5. Assessment (Task):

10 mins

Ask the students to go and speak to the training site manager if its okay to wash clothes in the trainees' bathroom and put them out to dry.

6. Contingency Plan:

7. Comments/Self Evaluation

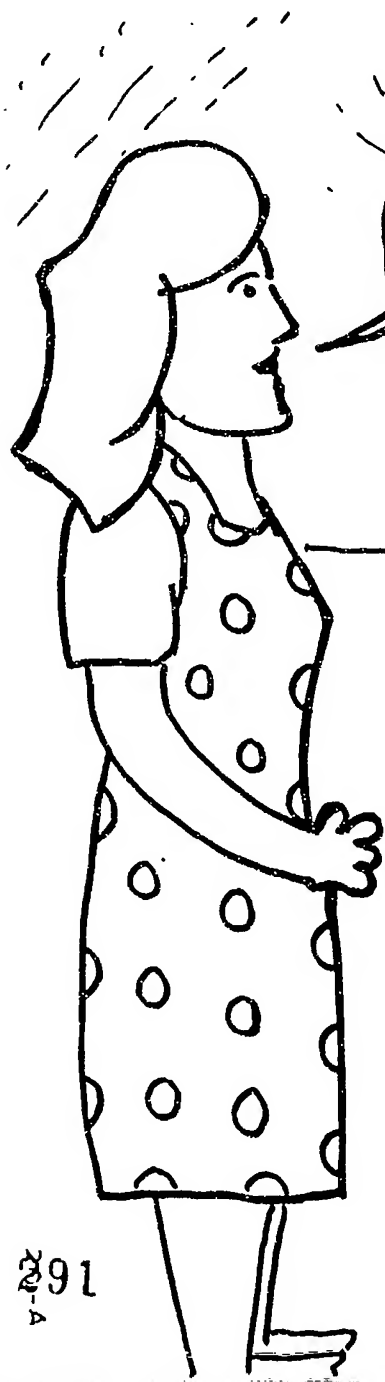
GRAMMAR NOTE

Constructions with *කමක්* කැ :

The phrase itself means 'It does not matter'. However when used with the past tense in the interrogative form it would mean asking appropriateness of an action.

ම. මෙතෙ වාඩිකරව කමක් කැද්ද? Is it okay if I sit here?

When answered *කමක්* කැ here would mean 'It is okay'.

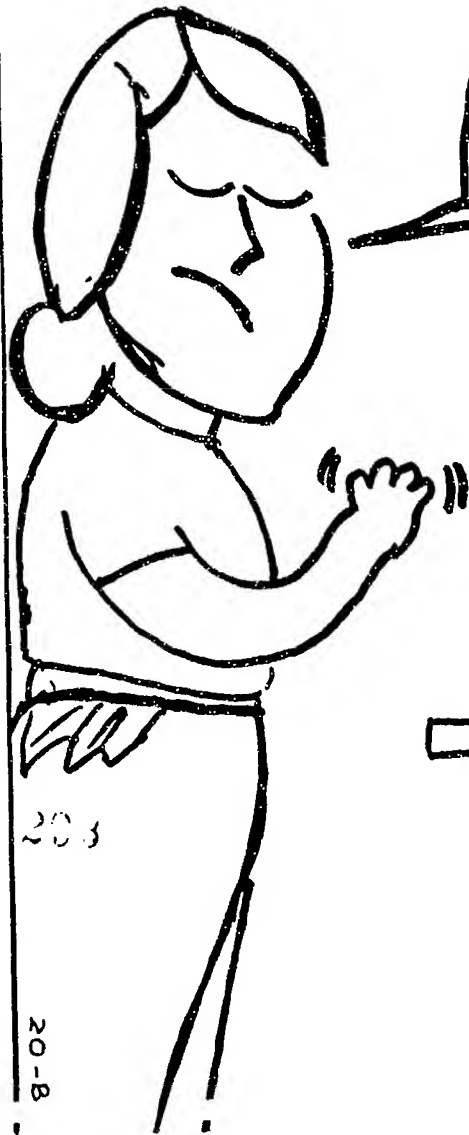


තෙනා හරි රස්නෙයි.
ම. චිත්‍රයට ගියාට කමක් නැද්ද?

කමක් නෑ.... යන්න.

මං දැන් නැවතට කමක් නෑ

දිනේ ජීව. පස්සෙ කන්න.



LESSON PLAN III

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to find out the day & the date of the poya day of the current month.
Teaching Point	Dialogue
Materials needed	Picture dialogue on newsprint, diary pages

Procedure

1. Warm up/Review:

2. Presentation:

15 mins

Present the dialogue through a picture dialogue

ආද දවස මොකද්ද?

බදාදා.

දිනේ කවිද්ද?

විසිවෙනිදා.

3. Practice:

Listening -

5 mins

1. Read the dialogue several times for the students to listen.

Listening & Speaking -

5 mins

1. Take roles and practice the dialogue with correct intonation.

Speaking -

15 mins

1. Students practice the dialogue in pairs.
2. Teacher points at dates on the calendar and students substitute that information and practice the dialogue in pairs.
3. Students substitute **ඳාද, පෙර, පොරො, අඹර** and practice.

4. Application (use):

10 mins

Role Play: Roles: PCT- Sri Lankan
 Situation: at a restaurant/at home
 Purpose: Making an appointment to go out for dinner
 but the friend is busy whole week. Discuss
 and make an appointment.

5. Assessment (Task):

10 mins

Ask the students find out the following information from a Sri Lankan.

- the day & date of the poya day of the current month.

6. Contingency Plan:

7. Comments/Self Evaluation



Classroom Orientation

Competency : To identify daily routines

Situation : classroom

Dialogue I

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා : ඔබ උදේට නැගිටින්නේ කීයටද? (At what time do you get up in the morning?)</p> <p>පිළි : උදේ හයට (At 6:00 a.m.)</p> <p>ගුරුවරයා : රැට පාඩම් කරනවද? (Do you study at night?)</p> <p>පිළි : සමහර දවස්වල නිදහස්ව ඉස්සෙල්ලා පාඩම් කරනවා. (I sometimes study before I go to bed)</p>	<p>- asking for information</p> <p>- giving information</p> <p>- asking for information</p> <p>- giving information</p>
<p>Grammar</p> <p>V(infinitive) + ඉස්සෙල්ලා</p> <p>V(past tense) + ට + පස්සේ</p>	

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able use the grammar to ask and answer questions
Teaching Point	Grammar: V(infinitive) + ඉස්සෙල්ලා
Materials needed	Picture dialogues, information gap sheets

Procedure

1. Warm up/Review:

5 mins

Review the infinitive form of the verbs

2. Presentation:

15 mins

Present the structure through a picture dialogue.

ප්‍රේමසිරි කියා වඩුමට යනවද?

ඔව්.

කියා යන්න ඉස්සෙල්ලා මට කියන්න

ඇයි?

මගේ ලියුමක් හැපැල් කරන්න මං මියාට දෙන්න.



හා...හා...කැම කන්න එසා.

ඇයි?

කැම කන්න ඉස්සෙල්ලා අහ හෝදන්න

හොඳයි



Topic - Classroom Orientation

22

3. Practice:

Listening -

10 mins

1. Read some sentences. Student listen and mark right or wrong on the given sheet.

1. කෑම කන්න ඉස්සෙල්ලා අත හෝදන්නවා
2. සිංහල ඉගෙනගන්න ඉස්සෙල්ලා සයිට් එකට සතවා.
3. ලියුම් ලියන්න ඉස්සෙල්ලා තැපැල් කරන්නවා.
4. පිනන්න ඉස්සෙල්ලා bathing suit අඳින්නවා.
5. නාන්න ඉස්සෙල්ලා සබන් ගාන්නවා.

Listening & Speaking -

15 mins

1. Students listen and answer questions such as:

1. සත්සලට සත්ත ඉස්සෙල්ලා කරන්නේ මොනවද?
2. ලංකාවට එන්න ඉස්සෙල්ලා කෙරුවේ මොනවද?
3. මෙහාට එන්න ඉස්සෙල්ලා හිටියේ කොතෙද?

2. Read out two sentences like the following. Students listen and combine them using the structure.

Tr: ටිකට් ගන්නවා. movie බලන්නවා.

Ss: movie බලන්න ඉස්සෙල්ලා ටිකට් ගන්නවා.

Tr: සල්ලී දුන්න. අත්තාසි ගන්නා.

Ss: අත්තාසි ගන්න ඉස්සෙල්ලා සල්ලී දුන්න.

Speaking -

15 mins

1. Show two action cards. Students make sentences using the structure.

යෝත් කෑම කන්නවා

යෝත් නිදාගන්නවා

යෝත් නිදාගන්න ඉස්සෙල්ලා කෑම කන්නවා

2. Put up a map of aeroplane route from Washington to Tokyo with usual landing places on the way. Students make sentences such as:

1. Tokyo යන්න ඉස්සෙල්ලා Bangkok යනවා
2. Bangkok යන්න ඉස්සෙල්ලා Delhi යනවා
etc..

4. Application (use):

10 mins

Give a worksheet and get the students to ask and answer question in pairs.

- What did you do before you came to Sri Lanka?
- What did you eat before coming to the class?
- What did you say to your friends before coming to Sri Lanka? etc.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Temporal clause 'ඉස්සෙල්ලා':

This is formed thus:

Verb (infinitive) + ඉස්සෙල්ලා + Main clause

ලංකාවට එන්න ඉස්සෙල්ලා මං
හෝටලේක වැඩ කෙරුවා

I worked in a hotel before coming to Sri Lanka.

Here again the final verb of the Main clause decides the meaning of the entire construction.

හා.... හා.... කළ කන්න පහ

කළ කන්න ඉස්සෙල්ලා
ආන හේදන්න



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ජ්‍යෙෂ්ඨ ඩයා වචුචා යනවද?

ඩයා යන්න දුස්සෙල්ලා වට
නියන්න

මගේ ලියුමක් තැපෑලේ කරන්න
මං ඩයාව දෙන්න



LESSON PLAN II

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the grammar to answer questions on habits
Teaching Point	Grammar: V(past tense) + ට + පස්සේ
Materials needed	Picture dialogues

Procedure

1. Warm up/Review:

5 mins

Review the Past tense verbs.

2. Presentation:

15 mins

Present the grammar concept using a picture dialogue.



3. Practice:

Listening -

10 mins

1. Read out some correct/incorrect sentences like the following and ask the students to say කර or වැරදි.

- අපි movie බලන්න පස්සේ විකට් ගත්තවා.
- අපි කළු කුටිල පස්සේ dessert කනවා.
- නිදාගත්ත පස්සේ කළු කනවා.
- පස්සේ එකට ගියාට පස්සේ වැඩ කරනවා.
- ගෙදර ගියාට පස්සේ නිදාගත්තවා.

Listening & Speaking -

15 mins

1. Say verbs of two possible actions. Students combine them usingට පස්සේ.

Tr: කැටා, කැටා
Tr: සතවා, නිදාගන්නවා

Ss: කැටාට පස්සේ කැටා.
Ss: ගිණාට පස්සේ නිදාගන්නවා.

2. Change the verbs into sentences.

Tr: කැටා, කැමි කැටා
Tr: ගෙදර සතවා, නිදාගන්නවා

Ss: කැටාට පස්සේ කැමි කැටා.
Ss: ගෙදර ගිණාට පස්සේ
නිදාගන්නවා etc..

Speaking -

15 mins

1. Students work in pairs and ask and answer on habits like the following.

මග ඇදව ගිණාට පස්සේ light එක off කරනවා? ඇදව සත්ත ඉස්සෙල්ලා light එක off කරනවා?

උදේ ඇඳගන්නට පස්සේ කැමි කරනවා? ඇඳගන්න ඉස්සෙල්ලා කැමි කරනවා?

මග කැමි සත්ත ඉස්සෙල්ලා දත් මිදිනවා? කැමි කැටාට පස්සේ දත් මිදිනවා?

Give more examples for further practice.

4. Application (use):

15 mins

Get the students to answer questions like the following.

- මග ලංකාවට ආවට පස්සේ කාලුවෝ ලියුම් එව්වද?
- මගලා තුවර ආවට පස්සේ දැක්කේ මොනවාද?
- මගලා සිටි එකට ගිණාට පස්සේ කරන්නේ මොනවාද?
- මගලා ඇමරිකාවට ගිණාට පස්සේ කරන්නේ මොනවාද?

Give more examples relating to their experiences.

5. Assessment (Task):

Ask the students to find out what do the Sri Lankan students do after sitting the Ordinary Level Examination.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

The temporal clause with **පස්සෙ** is formed thus:

Past tense verb + **ට** + **පස්සෙ** + Main clause

මහ ඇමරිකාවට ගියාට පස්සෙ	After you've gone to America
කරන්නේ මොකටද?	what would you do?

Here too the final verb decides the meaning of the sentence.

ඔයා ඇමරිකාවට යොට පස්සෙ
ගොතලද කරන්නේ?

නාම දන්නා නැ



මියා කළම කැවුට් ජස්ටස්
dessert කනවද?

සමහරදුට් කනවද?



LESSON PLAN III

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue

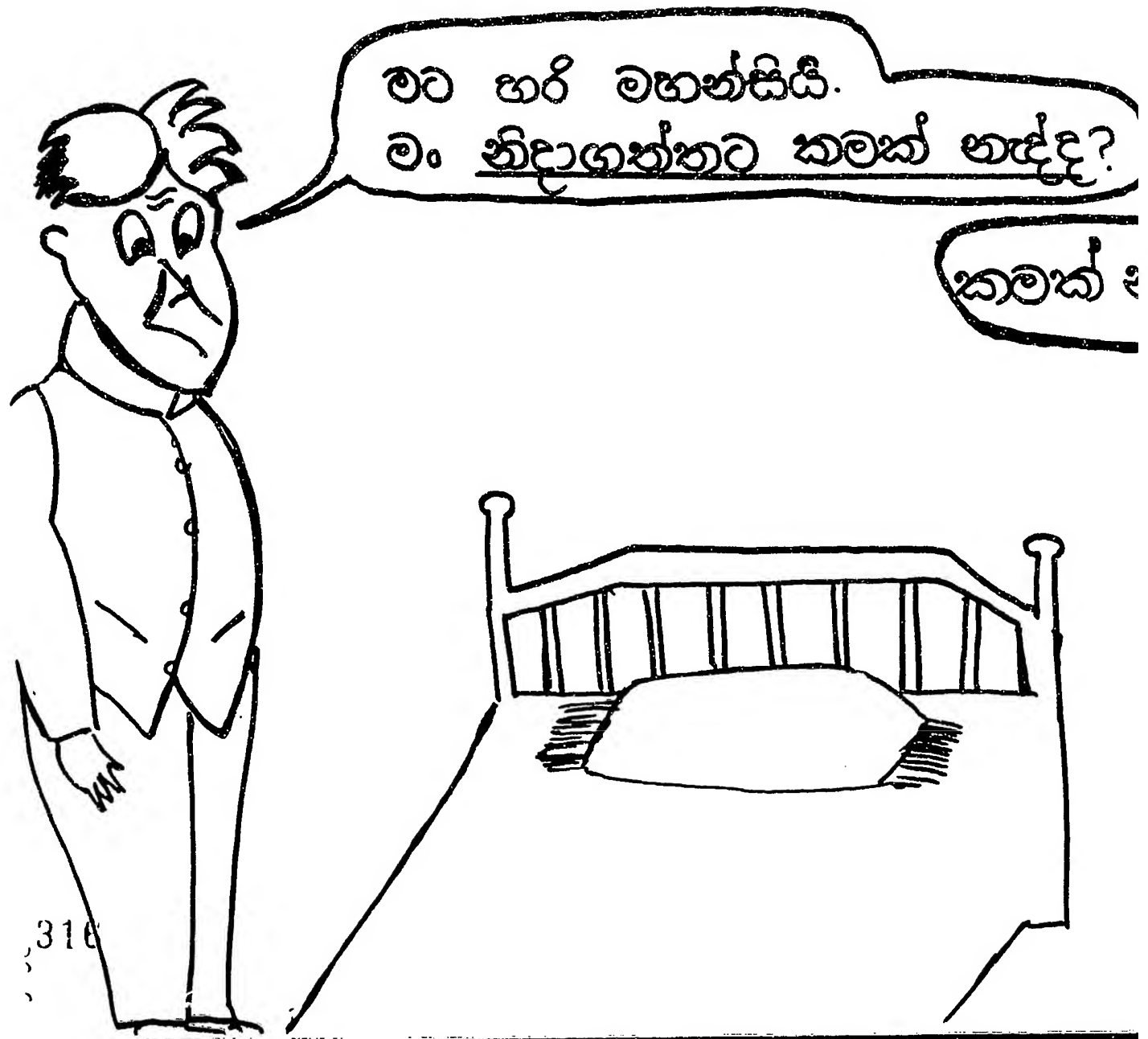
Procedure

1. Warm up/Review: 2 mins
Review necessary vocabulary and grammar.
2. Presentation: 5 mins
Present the dialogue using a picture.
3. Practice:
 - Listening - 5 mins
Read the dialogue several times using possible substitutions. Students listen and write down the substituted words.
 - Listening & Speaking - 5 mins
Take roles and practice the dialogue using substitutions.
 - Speaking - 5 mins
Students in pairs practice the dialogue.
4. Application (use): 5 mins
Design a role play and get the students to use the dialogue in it.
5. Assessment (Task):
6. Contingency Plan:
7. Comments/Self Evaluation

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Topic IV: Social Life

Competencies	Page
(1) To make polite request Dialogue I	01-03
(2) To make and respond to invitations Dialogue I	04-08
(3) To give and receive compliments Dialogue I	09-12



Social Life

Competency : To make and respond to invitations

Situation : Host Family Home

Dialogue I

Roles: PCT/Host Brother	Functions
<p>පම : අපි අද නවස පන්සල් යමුද?</p> <p>(Let's go to the temple today?)</p>	- suggesting
<p>අසියා : අහිඳ්ද පෝයනේ. අහිඳ්ද යමු.</p> <p>(Day after tomorrow is Poya. Let's go on that day)</p>	- suggesting
<p>Vocabulary</p> <p>පන්සල පෝය හමුදරුවෝ මල් සඳුන්සැර පහන් ගිලන්පස දනේ පූජා කරනවා පන්සලකරනවා සපන්සල තලවනවා වදිනවා බණ කියනවා වඩිනවා විලඳනවා සැලපෙනවා</p> <p>Grammar</p> <p>Let us - present verb - base + මු</p>	

LESSON PLAN I

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the new words in given role play.
Teaching Point	Vocabulary: පත්තල පෝස කාමුරුවෝ මල් ගසක්කරු පහක් ගිලක්පස දකේ පුරා කරනවා පත්තලකරනවා සපත්තු ගලවනවා වඳිනවා බණ් භීසනවා වඩිනවා වලඳනවා සැලපෙනවා
Materials needed	Realia, pictures, role play cards

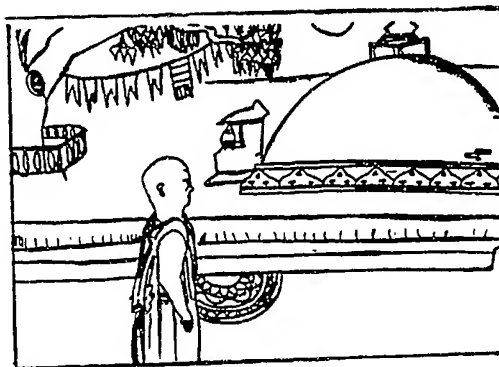
Procedure

1. Warm up/Review: 10 mins

Review all verb functions (infinitive, simple present, past, promise, request, command, negative command etc.)

2. Presentation: 15 mins

Present the vocabulary using realia and pictures.



3. Practice:

Listening - 15 mins

1. Place the realia on a table and ask the students to show you the items when you say it aloud.

2. **Listening Cloze:** Students listen and fill in the blanks.

සෝස දවසේ අපි පන්සලට ගියා. අපි ඔල් පහත් හඳුන්කුරු අරගෙන ගියා. ඒ වගේම හාමුදුරුවන්ට දානෙයි ගිලන්පසයි අරගෙන ගියා. ඉස්සෙල්ලම, අපි සපත්තු ගැලව්වා. ඊටපස්සේ පන්සලට ගිහිල්ලා ඔල් සුසානෙකරුවා. හඳුන්කුරුයි, පහසුයි පත්තුකෙරුවා. ඊටපස්සේ අපි වැස්සා. අපි පන්සලට යනකොට හාමුදුරුවෝ සැකසෙනවා. හාමුදුරුවෝ දානෙට වඩිනකොට 11යි. හාමුදුරුවෝ බණ කීවා. අපි හාමුදුරුවන්ට දානේ දුන්නා. ගිලන්පස දුන්නා. හාමුදුරුවෝ ඉස්සෙල්ලා දානේ වැලඳුවා. ඊටපස්සේ ගිලන්පස වැලඳුවා. අපි ඊටපස්සේ සපත්තු දාගෙන ගෙදර ගියා.

Listening & Speaking -

15 mins

1. Ask the students to answer the following questions based on the passage.

1. අපි පන්සලට ගියේ කවදද?
2. අපි සෝස දවසේ ගියේ කොහෙද?
3. අපි පන්සලට අරගෙන ගියේ මොනවද?
4. අපි ඉස්සෙල්ලම කෙරුවේ මොනවද?
5. අපි පන්සලට යනකොට හාමුදුරුවෝ කෙරුවේ මොනවද?
6. හාමුදුරුවෝ දානෙට වඩිනකොට වෙලාව කීයද?
7. ඊටපස්සේ හාමුදුරුවෝ කෙරුවේ මොනවද?
8. අපි හාමුදුරුවන්ට දුන්නේ මොනවද?
9. හාමුදුරුවෝ ඉස්සෙල්ලම වැලඳුවේ මොනවද?

Speaking -

15 mins

1. Use the realia and pictures to practice the vocabulary. Get them to say the word when you show them.
2. Ask the students to practice in pairs.

4. **Application (use):**

15 mins

Role Play: Roles: PCT/Host mother
 Situation: At the host family
 Purpose: The family is preparing to go the temple. They request the PCT to come along. However, the PCT doesn't know what they are taking and what to do at the temple. PCT satisfies his curiosity by asking various questions. The host mother responds.

5. Assessment (Task):

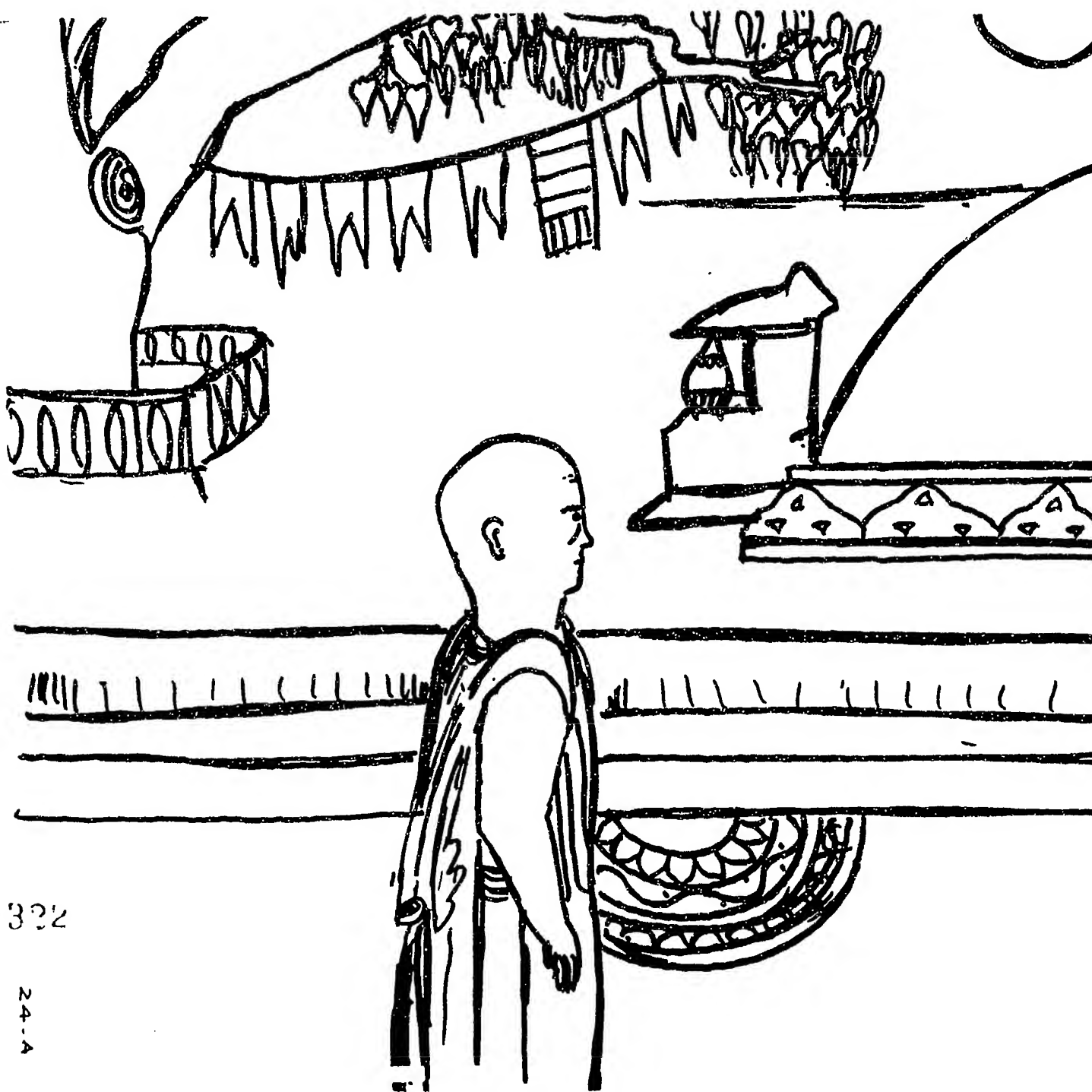
5 mins

Cultural Exploration: Ask the students to find out what things contain in the offering of ~~85m~~ 85m.

6. Contingency Plan:

Take the students to a temple and ask them to observe how the Sri Lankans behave there. Ask the students to listen to the vocabulary and phrases used in that context.

7. Comments/Self Evaluation



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24-4

LESSON PLAN II

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able come to decision after discussing many suggestions
Teaching Point	Grammar: Let us - present verb - stem + ළ
Materials needed	Picture dialogues, pieces of paper, tape player, cassette tape, cloze passages of the song

Procedure

1. Warm up/Review:

5 mins

Review the verb forms.

2. Presentation:

15 mins

Present the structures using a picture dialogue.



Elicit the grammar rule and meaning from the students giving more examples.

3. Practice:

15 mins

Listening -

1. Suggest some actions. Students listen respond හ or සස්සේ

1. දැන් අපි ටවුමට යමුද?
2. පිංඳුවක් කියමුද?
3. බඩගිනියි.. කෑම කමුද?
4. බයර් එකක් බොමුද?
5. සිතලයි... දොර වහමුද? etc.

2. Students listen to the song(අකුරු මැළි කා) on the tape and fill in the blanks.

10 mins

Listening & Speaking -

1. Give some clues. Students listen and suggest actions.

Tr: නිබන්ධය
Tr: මහත්මිය
Tr: සහිස කෑ
Tr: අද සිතුවරාදා
Tr: හෙට නිවාඩු

Ss: එහෙත්... හේ එකක් බොමු
Ss: එහෙත්...
Ss: එහෙත්...
Ss: එහෙත්...
Ss: එහෙත්...

25 mins

Speaking -

1. Write some suggestion in pieces of paper and give a set to each pair. One student picks one piece and the other tries to guess it.
2. Ask the students to practice the following dialogue substituting new phrases.

A: මහා (හෙට නිවාඩු) කරන්නේ මොනවාද?

B: (a) (හෙට නිවාඩු) මං සාදුවක් හම්බවන්න යනවා.

A: එහෙත්... (a) (අහිද්දා නිවාඩු)

B: මොකක් කරන්නේ කෑ.

A: එහෙත්... අපි (b) (movie එකක් බලන්න යමුද?)

B: හොඳයි. (යමු)

(a)

ඉර්දා
ලබන සිතුවරාදා
සෝස දවසේ

(b)

පල්ලියට යමුද?
තොලගි යමුද?
පත්තල් යමුද?

4. Application (use):

15 mins

Tell the students that the coming Wednesday is going to be a holiday and ask them to discuss some activities to do as a group. Students discuss and come up with a good suggestion to forward to the Project Director.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Verb form 'ම' :

This form is formed by adding 'ම' to the Verb stem:

ය + ම යමු
බො + ම බොමු

Let's go
Let's drink

It expresses the meaning "Let's + verb" and is used for suggestions, invitations etc. It is only used with 1st person plural subjects.

When added the question marker ද, it would mean "Shall we + verb?" and is also used for suggestions and invitations etc.

ඒ විතක් බොමුද?

Shall we have some tea?



ඉරිදු උදේ ඔයා කරන්නේ මොන

මොහුන් හැ.

එහෙනං, අපි Buddha Statue එක
බලන්න යමුදු?

ඒ ඉරිදා හැ. මොන දවස
යමු.



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අද ගවස ක්‍රීඩාව ගනුදු?

අද ඔබ

ආයු?

ඔබ ගොඩනැගිලි වල නියෝජ්‍යව
ගොඩ බැසෙ.

LESSON PLAN III

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to use the dialogue and suggest actions
Teaching Point	Dialogue
Materials needed	Dialogue skeleton

Procedure

1. Warm up/Review: 5 mins
Review necessary grammar and vocabulary.
2. Presentation: 5 mins
Present the skeleton and get the dialogue from the students.
3. Practice:
 - Listening - 5 mins
 1. Read the dialogue several times with correct intonation patterns.
 - Listening & Speaking - 5 mins
 1. Take one role practice the dialogue with the students.
 - Speaking - 10 mins
 1. Students work in pairs and practice the dialogue
4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

Social Life

Competency : To respond to invitations

Situation : Host Family Home

Dialogue II

Roles: PCT/Host Brother	Functions
<p>අසියා : හෙට තිවැඩු තියා මං ක්‍රිකට් ගහන්න යනවා. ඔයත් එකවර? (Since tomorrow is a holiday I am going to play cricket. Do you want to come?)</p> <p>සම : බලනු. මට හරියටම සිසක් බෑ. (I'll try. I can't promise you)</p>	<p>- inviting</p> <p>- responding to invitation</p>
<p>Grammar</p> <p>Noun + කියා/හික්කු Adj + කියා/හික්කු Verbal Adjective+කියා/හික්කු</p> <p>S(Direct) + ත්</p>	

LESSON PLAN I

Estimated Time	1 hour 35 minutes
Objective	At the end of the lesson the students will be able to use the structure to find out information
Teaching Point	Grammar: Noun + <u>නිසා</u> Adj + <u>නිසා</u> Verbal adj + <u>නිසා</u>
Materials-needed	Sentences with drawings, paper strips, role play cards, newsprint, MCQ charts

Procedure

1. Warm up/Review:

5 mins

Review adjectives.

2. Presentation:

20 mins

Present the following sentence patterns along with drawings

නොයෙල්ට මහත්සිහි

ඒ නිසා, එයා නිදාගත්තවා

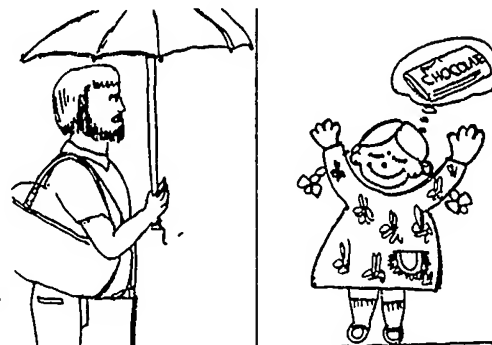
නොයෙල්ට මහත්සිහි නිසා එයා නිදාගත්තවා



නොයෙල් සෙනසුරාදා ගෙදර සතවා.

ඒ නිසා, එයාගේ බඩට සත්තෝසයි.

නොයෙල් සෙනසුරාදා ගෙදර යන නිසා බඩට සත්තෝසයි.



Get the students to give you the grammar rule and the meaning.

3. Practice:

Listening -

20 mins

- Read out the following sentences. Students listen and choose correct answer and circle it on a MCQ chart.
 - කිමිගේ බලව රඳෙනවා. එයා පංතියට ගියේ නැ. ඇයි?
 - එයා උස නිසා
 - එයාට අසනීප නිසා
 - එයා ලස්සන නිසා
 - Traineesලා සිංහල test එකට බස නැ. ඇයි?
 - සිංහල රස නැ. ඒ නිසා
 - සිංහල අමාරු නැ. ඒ නිසා
 - සිංහල ලේපි නිසා
 - ඇලක්කාමි හුඟක් සන්තු නැ. ඇයි?
 - එහේ සිංහල නිසා
 - එහේ රස්තෙ නිසා
 - එහේ ලොකු නිසා
 - එවරයාට කන්ද කහින්න අමාරුයි. ඇයි?
 - දුර නිසා
 - උස නිසා
 - දිග නිසා
 - සුමිත්‍රා යාපනේට සත්තේ නැ. ඇයි?
 - එහේ සිංහල නිසා
 - බස නිසා
 - බවහිනි නිසා
 - සිංහල ගුරුවරුන්ට ගොවිත් මහත්සියි. ඇයි?
 - එයාලා කාඩ් ගහන නිසා
 - එයාලා රැව වැඩ කරන නිසා
 - එයාලා ටී.වී. බලන නිසා
 - අද ක්‍රිකට් ගහන්න බැ. ඇයි?
 - වැඩකරන නිසා
 - කපිල එන නිසා
 - වහින නිසා

Listening & Speaking -

15 mins

- Put the following statements on board. Ask the students to listen to the description and say the correct answer that goes with the description from the board.

1. ලස්සන නිසා	2. කම්මැලි නිසා
3. අමාරු නිසා	4. බවහිනි නිසා
5. නිබඳ නිසා	6. රස නිසා
7. දිග නිසා	8. මහත්සි නිසා

- ප්‍රේමජිට් ගොවිත් වතුර බොනවා. ඇයි?
- කැරන් පත්තියට එන්නේ නැ. ඇයි?
- සාලිත ගොවිත් බත් කරනවා. ඇයි?
- කිමි ඇත්ම හේදවේ නැ. ඇයි?
- සම්පත් කොත්තේ පැයුරා. ඇයි?
- සම්පත් හැමදාම ඒ කම්මෙ අඳිනවා. ඇයි?
- හිලක්කි බත් කරනවා. ඇයි?
- හිලක්කි අද තටත්තේ නැ. ඇයි?

Speaking -

15 mins

1. Write description like the following on paper strips and give a set to each pair. Student A says what was asked to say on the strip. Student B asks why. Student A gives reasons written on the strip.

Ask for some water because you are very thirsty.

Ask for some Tylenol because you are sick.

Ask for some food because you are very hungry.

Say you cannot go to the room because somebody is teaching there.

Ask whether you could stay here tonight because your friend is coming.

4. Application (use):

15 mins

Role Play: Roles: PCT/Language Instructor
Situation: Classroom

Purpose: Language Instructor is in the class at 1:30 p.m. but he doesn't find any students. Finally one student shows up. Instructor inquires the PCT as to why the others didn't show up. PCT gives the following reasons.

- one is sick
- one finds Sinhala very difficult
- one is going to meet his/her friend
- one is tired

5. Assessment (Task):

15 mins

Send the students out of the classroom and ask them to find out why do Sri Lankans eat lot of rice.

6. Contingency Plan:

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

The 'කිසා' 'because':

'කිසා' 'because' is used to form both phrases and cluases.

It forms phrases with a preceding noun or pronoun in the direct case:

වැස්ස කිසා	becuase of the rain
ඒ කිසා	becuase of that, thus

It forms cluases as follows:

If the sentence has a verb in the simple present form, when කිසා is added the verb is put in the verbal adjective form:

වසින කිසා මම ගෙදර යන්න බැ Because it is raining, I can't go home.

Although the clauses in English can be switched, in Sinhala, generally the clause shows reason stands first.

If a sentence is negative one with නැ , when කිසා is added නැ, is replaced by නැති.

වසින්නෙ නැති කිසා ගෙදර යන්න පුලුවන්	I can go home now because it is not raining now.
-------------------------------------	--

With all irregular verbs add කිසා after the verb.

If a sentence is a negative one with බැ , it replaced by බැර.

එයාට රත්න බැර කිසා අපිට යන්න බැ	Since he cannot come, we can't go.
---------------------------------	------------------------------------



ඒ නිසා මුත්
සමත්තෝසය.

නොයෙල්
සෙනසුරුදු
ගෙදර යහමා



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“හොයෙල්ට වහන්සයි.

එ හිසා සිතා



5. Assessment (Task):

10 mins

Send the students to find out whether the teachers would also join to go to lunch tomorrow.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun + 'ও' 'also':

When 'ও' is added to nouns (even after case suffixes) it would mean 'also' or 'too'.

Rules are the same as joining nouns 'ও'.

আমিও আসছি টাউনে

I am also coming to town.

3. Practice:

Listening -

15 mins

1. Do a Multiple Choice Questionnaire exercise for listening.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. පාත් | a) පාත් | b) පාත් | c) පාත් |
| 2. වදන | a) වදන | b) වදන | c) වදන |
| 3. සිහි | a) සිහි | b) සිහි | c) සිහි |
| 4. රතු | a) රතු | b) රතු | c) රතු |
| 5. මල | a) මල | b) මල | c) මල |
| 6. කොල්ල | a) කොල්ල | b) කොල්ල | c) කොල්ල |
| 7. ගිහිකා | a) ගිහිකා | b) ගිහිකා | c) ගිහිකා |

Listening & Speaking -

15 mins

1. Say sentences like the following. Students use the grammar and repeat the sentences.

Tr: Traineesලා වදනට යනවා. මම වදනට යනවා.

Ss: Traineesලා වදනට යනවා. මමත් වදනට යනවා.

Traineesලා field trip එකක් යනවා. කපිල යනවා.

Traineesලා beer බොනවා. Traineesලා අරක්කු බොනවා.

එකට උසයි. කොල්ල උසයි.

Party එකට කෙරේ එනවා. කපිල එනවා.

ප්ලේස්ට් වැඩ කරනවා. උසාවි වැඩ කරනවා.

පොත රු. 7යි. පැන රු. 7 යි.

Speaking -

10 mins

1. Write food items and beverages on pieces of paper and make sets. Students work in pairs. Student A picks one from the food set and says මමකනවා. He/she continues and picks another and says මමත් කනවා. and continues till the end. Student B does the same with the beverages set using මම බොනවා. and මමත් බොනවා.

4. Application (use):

10 mins

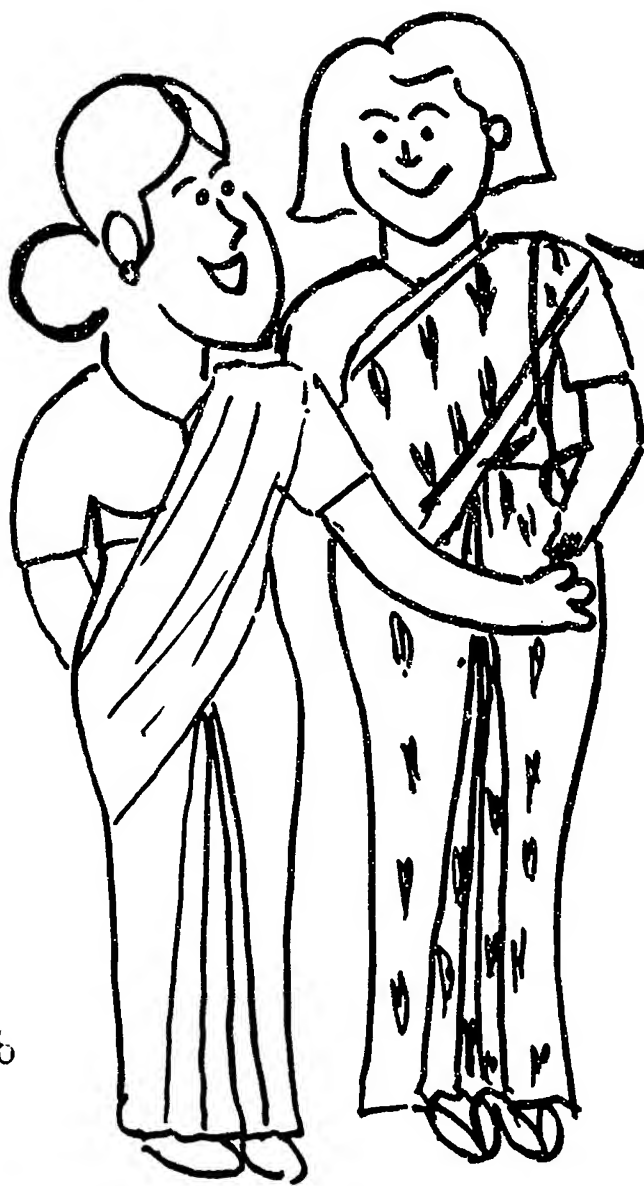
Ask the students to do the following role play exercise in pairs

You have decided to do the following activities during the week end. Ask your partner whether he would also like to join you.

- to go to the Botanical Gardens
- to play tennis
- to drink beer
- to see a movie

Your partner responds





අපි වඩුමට යනවා
ඔයන් එනවද?

ඔව් , වමන් එ

4. Application (use):

5 mins

Role Play

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

Topic: Social Life

(4)

LESSON PLAN III

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play exercise
Teaching Point	Dialogue
Materials needed	Picture dialogue, strip dialogue sets

Procedure

1. Warm up/Review:

Review necessary grammar and vocabulary.

5 mins

2. Presentation:

2 mins

Present the dialogue through a picture dialogue.



3. Practice:

Listening -

5 mins

Cut up the dialogue into words and mix them up and give a set to each pair. Ask them to rearrange when you read.. Give a round of applause to the ones who do it first.

Listening & Speaking -

3 mins

Take roles and practice the dialogue.

Speaking -

5 mins

Students practice the dialogue in pairs.

Social Life

Competency : To give and receive complements

Situation : Host Family Home

Dialogue I

Roles: PCT/Host sister		Functions
සැලී	: ඔයාගේ ගවුම හරි ලස්සනයි (Your dress is very beautiful)	- complementing
තංගි	: මේක පරණ රිසක් (This is an old dress)	- responding to complement
Vocabulary අලුත් පරණ ඉරිච්චි දිරිච්චි ගවුම සාය කලියම හැට්ටේ ලේස්සුරි සපත්තු නොපැයිය		



ගෙට නිවාඩු නිසා ම. ස්
ගහන්න යනවා. ඔයත්

ඔව්. ඔහු හරියටම කියන

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	සපත්තු	කමිසයක්	ගවුමක්	සායක්	හැට්ටයක්	ලෙහඩුවක්	සරමක්	සාරයක්
සිමල්								
හේනා								
අමිතා								
බබා								
තංගි								
මෙල්ලි								

Speaking -

15 mins

- Once the students have completed the grid ask them to work in pairs and check their answer using the following dialogue.

Student A: සිමල් අම්මට ගත්තේ මොනවද?

Student B: සිමල් අම්මට සාරයක් ගත්තා.

- Memory Chain:** Ask the students to sit in a circle. Ask the first student to begin the activity by saying මම වඩුමට ගිහිල්ලා කමිසයක් ගත්තා. The next student repeats the statement by saying මම වඩුමට ගිහිල්ලා කමිසයෙකුඩි පලිසමෙකුඩි ගත්තා. Continue until all items of clothing are added.

4. Application (use):

15 mins

Clothes Box Relay: Bring in two boxes of clothing. Have the same items in both boxes. Divide the classroom into two teams. Call out the name of an item of clothing and have one student from each team come forward and try to find the item. The first student to find and put on that item of clothing get a point for his/her team. The team with the most points win.

5. Assessment (Task):

Ask the students to go out to town and find out the prices of some clothing items.

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN I

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary and find out prices.
Teaching Point	Vocabulary: අලුත් පරණ ඉරිච්ච දරච්ච ගවුම සාය කලිසම කැට්ටේ ලේක්සුරි සපත්තු තොපපිය
Materials needed	Realia, boxes to put clothes, listening grids

Procedure

1. Warm up/Review: 5 mins

Review use of adjectives.

2. Presentation: 15 mins

Present the vocabulary items using realia. Show them each item of clothing and introduce the name. Go around the class and point to students clothing and introduce them too. To introduce අලුත් - පරණ - ඉරිච්ච - දරච්ච use realia. Continue to introduce අලුත් කලිසමක්, පරණ කලිසමක්, දරච්ච ගවුමක්, the same way.

3. Practice:

Listening - 10 mins

1. Check for understanding saying correct/incorrect sentences and asking the students to say හරි or වැරදි.

1. කිසි ගවුමක් අලුත්වා.
2. ගිණිකා සාරියක් අලුත්වා.
3. සම්පත් ගවුමක් අලුත්වා.
4. මේර් කලිසමක් අලුත්වා.
5. පෙති කලිසමක් අලුත්වා.
6. සාලික කැට්ටියක් අලුත්වා.

Listening & Speaking - 15 mins

1. Students listen to the following passage and fill in the grid.

දවසක් නිමල් තැනි ගන්න ටවුමට ඉසා. එයා ඉස්සෙල්ලම එයාගේ තෝතට අලුත් සායකුසි කැට්ටියකුසි ගත්තා. මල්ලිට කලිසමකුත් ගත්තා. අම්මට සාරියක් ගත්තා. එයාගේ බඩට ලස්සන ගවුමකුත් ගත්තා. තැනිට ලේක්සුරික් ගත්තා. නිමල්ගේ සපත්තු දෙක පරණයි. ඉතිං එයා සපත්තු සායුරුව ගිහිල්ලා සපත්තු පෝඩුවකුත් ගත්තා.

Roles: PCT/Host sister
Situation: At the Host family

Purpose: The PCT is packing her bag and the sister shows up unexpectedly. She comments and inquires about the clothing items. PCT responds

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Pictures, role play cards

Procedure

1. Warm up/Review:

5 mins

Review all necessary vocabulary.

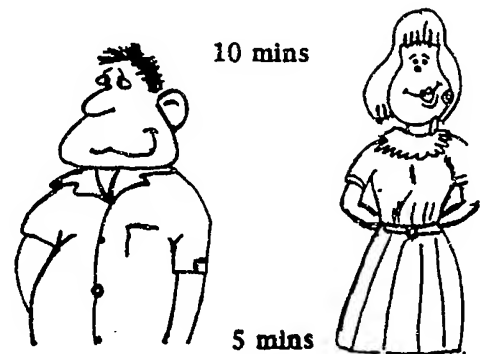
2. Presentation:

10 mins

Present the dialogue sentences using pictures.

මෙයාගේ හවුමේ හරි ලස්සනයි. ඊයා අලුත් හවුමක්.

මෙයාගේ කමිසෝගේ හරි ලස්සනයි. හැබැයි පරණයි. etc.



5 mins

3. Practice:

Listening -

Read out the dialogue several times.

Listening & Speaking -

5 mins

Go around the class saying මෙයාගේ කමිසෝගේ හරි ලස්සනයි. මින අලුත් එකක්ද? Students respond accordingly.

Speaking -

5 mins

Students practice the dialogue in pairs.

4. Application (use):

10 mins

Role Play:

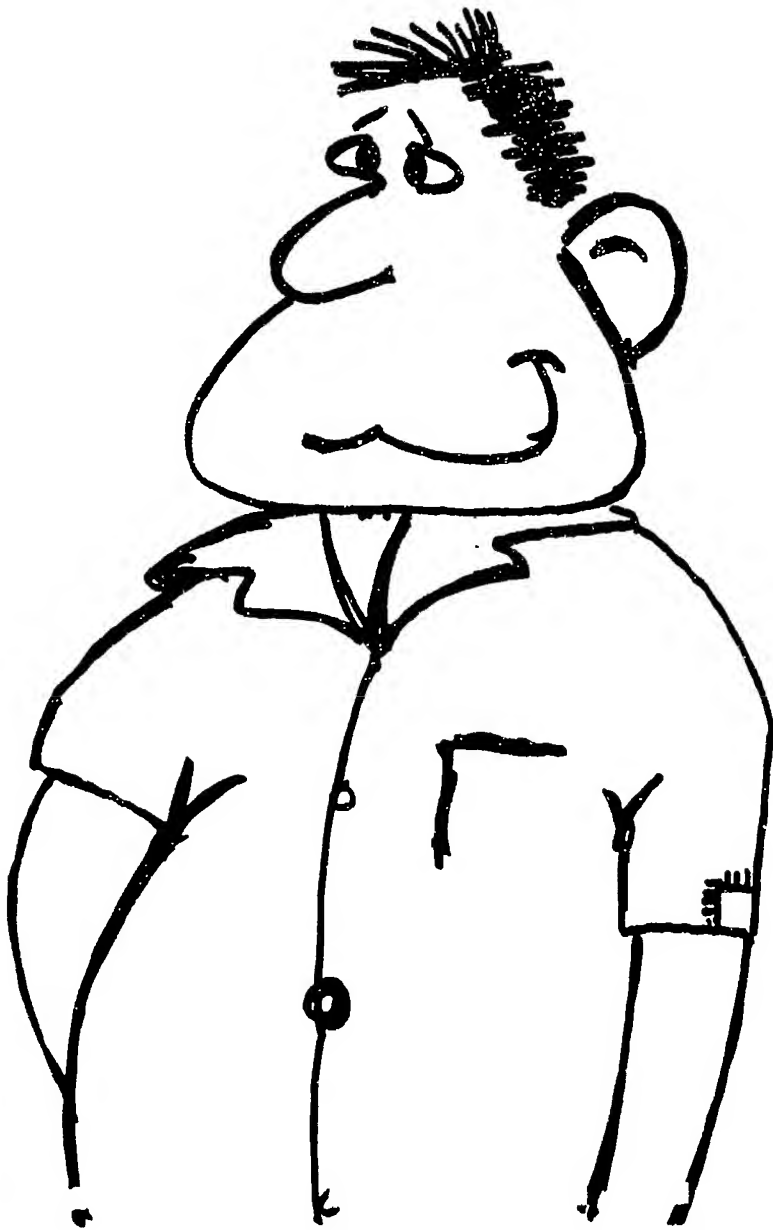
Social Life

Competency : To give and receive complements

Situation : At the Training Site

Dialogue II

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා : ඔබ හරි සන්තෝසයට වගේ. (You look so happy today)</p> <p>පීඨ : මගේ සාමියා මට ලිපියක් එව්වා (I received a letter from my friend)</p>	<p>- complementing</p> <p>- responding to complement</p>
<p>Vocabulary</p> <p>සාමියා බඳින්න ඉන්න එක්කෙනා මගේ ගැහු ලමයා නෝනා මහත්තයා</p> <p>Grammar</p> <p>s (3rd person) + past participle</p>	



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මේ මගේ පාලුවෙන්. එයාගේ නම ග්‍රැහැම්. එයා ඇමරිකාවෙන්. මේ එයාගේ
 ගැහැනුයි. එයාගේ නම බෙට්සි. එයාලා ලබන අවුරුද්දේ කසාද බැඳිනවා.
 ග්‍රැහැමිගේ අයිසා ජෝන්. එයා කසාද බැඳලා. එයාගේ නෝනාගේ නම මාල්.
 එයාලාට බබාලා දෙන්නෙත් ඉන්නවා.

Listening & Speaking -

10 mins

1. Get the students to answer the following questions.

- මගේ පාලුවෙන් නම මොකද්ද?
- එයාගේ ගැහැනු ලබනගේ නම මොකද්ද?
- බෙට්සි බැඳිනක ඉන්න එක්කෙනා කවුද?
- ජෝන් බැඳලද?
- එයාගේ නෝනාගේ නම මොකද්ද?
- මාල්ගේ මහත්තයා කවුද?

Speaking -

10 mins

1. Get some family photographs or illustrations of famous people (Bill Clinton's, the Royal family etc.) and ask the students ask and answer questions about those families.

4. Application (use):

10 mins

Get the students to come forward one by one and describe their family photographs.

5. Assessment (Task):

Get the students to bring one of their host family photographs next day and introduce the members after asking the family for the description the previous night

LESSON PLAN I

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the vocabulary and describe their family photographs
Teaching Point	Vocabulary: කළුවා බිඳින්න ඉන්න එක්කෙනා මගේ ගැහුණු ලමයා හෝනා මහත්තයා
Materials needed	Photographs, pictures, illustrations, listening cloze sheets

Procedure

1. Warm up/Review: 5 mins

Ask students to bring their family photos to the classroom.

2. Presentation: 10 mins

Show a picture of your co-worker or a known friend and introduce කළුවා.

Show a known person's boy friend and introduce බිඳින්න ඉන්න එක්කෙනා.

Show a known person's girl friend and introduce එයාගේ ගැහුණු ලමයා

Show a known married couple and introduce හෝනා and මහත්තයා

3. Practice:

Listening - 10 mins

- Listening Cloze: Read out the following passage with a photograph or a drawing of the description below. Students listen and fill in the blanks.

- ග්‍රහණී -



6. Contingency Plan:

7. Comments/Self Evaluation

3. Practice:

Listening -

10 mins



1.

Show two pictures of a woman on a Saturday morning and asks questions like the ones below. Students respond saying **ඔව්** or **නැ**.

Picture 1: A kitchen showing lot of work to do; unwashed dishes, towels, dirty floor, dirty table, a waste basket full of thrash, unswitched lights, a pile of unwashed clothes, children eating breakfast, etc. Draw 7'o clock on a clock face.

Picture 2: The same kitchen showing some work has been done. The dishes are washed but not the clothes, the children have eaten but not cleaned the table. the floor has not been cleaned, etc..

Questions based on the second picture:

- **මේර්** plates **කෝදලද?**
- එයා **ඇඳුම්** **කෝදලද?**
- එයා **මේසේ** **අත්** **කරලද?**
- එයාගේ **ලුමටි** **කාලද?**
- එයා **waste basket** එයා **අත්කරලද?**
- එයා **උකලද?** etc.

Listening & Speaking -

10 mins

1. Ask some questions like the following based on the happenings in the training site. Students respond appropriately.

- **ප්‍රේමසිරි** **වවුමට** **ගිහිල්ලද?**
- **කොළඹේ** **කපිල** **ඇවිල්ලද?**
- එයා **ලිපි** **ගොනාල්ලද?**
- **office** එයා **වසලද?**
- එයා **බෙහෙත්** **අරගෙනද?**
- **බයා** **බිලද?** etc.

Speaking -

15 mins

1. Students ask and answer questions based on the pictures of the listening exercise.

- Student A: **මේර්** plates **කෝදලද?**
 Student B: **ඔව්. මේර්** plates **කෝදලා.**
 Student A: එයා **ඇඳුම්** **කෝදලද?**
 Student B: එයා **ඇඳුම්** **කෝදලා නැ.**

LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out some information.
Teaching Point	Grammar: s (3rd person) + past participle
Materials needed	Picture dialogues, pictures for listening exercise

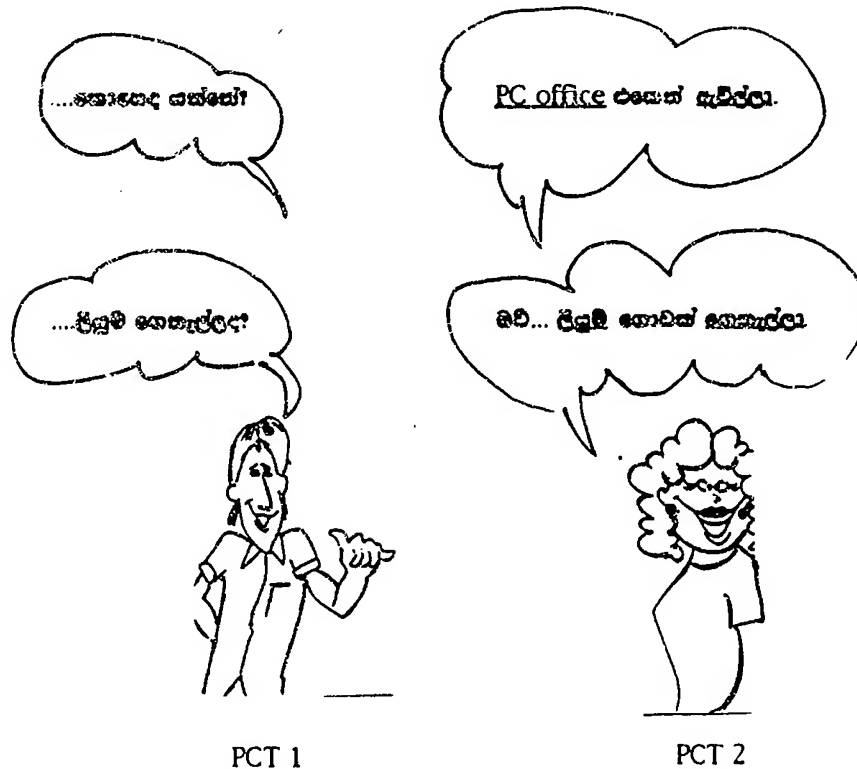
Procedure

1. Warm up/Review: 5 mins

Review 3rd person pronouns and past participles.

2. Presentation: 10 mins

Present the grammar using pictures dialogues and elicit the rule and the meaning from the students.





.....කොහොද යන්නේ?

PC office එකෙන් ඇවිල්ලා

.....ලියුවී ගොස්ලද?

ඔව්, ලියුවී ගොඩක්
ගොස්ලා

366.

4. Application (use):

20 mins

Prepare a news item of what some current volunteer have been doing in their vacation. Write some question like the ones listed below. Ask the students work in pairs and ask and answer the questions given. Give them the freedom to make different questions and answers.

The school vacation has begun. All the PC volunteers have made great plans to spend their vacation. Tim Hacker has gone to Nepal for two weeks his neighbor Kevin Ruess has decided to stay at home because his parents have come down to Sri Lanka. Mary Hopkins has gone to Anuradhapura to see snakes with her friend Marge. Bruce Sprinsteen has not gone anywhere as he has fallen sick after that Thanksgiving party.....etc.

Questions:

- ඉස්කෝලේ නිවාඩු දිලාද?
- Tim Hacker ලංකාවේද?
- Kevin Ruess කරන්නේ මොකවද?
- Mary Hopkins කරන්නේ මොකවද? etc.

5. Assessment (Task):

Ask the students to find out whether the APCD or the TA has come to the training site and brought mail.

6. Contingency Plan:

Do the activity in 'Sinhala' book old edition p. 105

7. Comments/Self Evaluation

GRAMMAR NOTE

Past Participle:

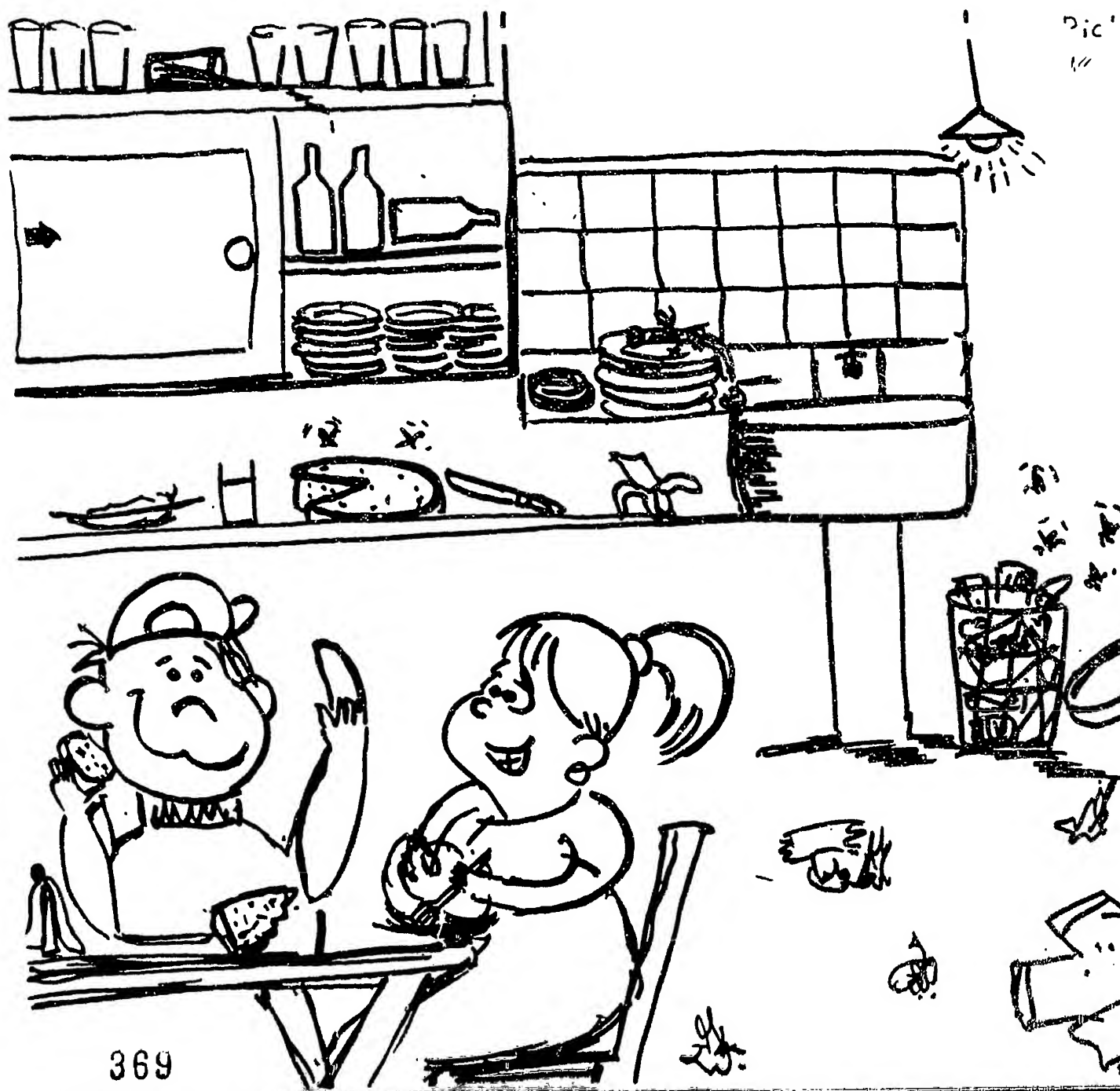
When the past participle is added to a 3rd person subject, the construction would be present perfect tense as in English.

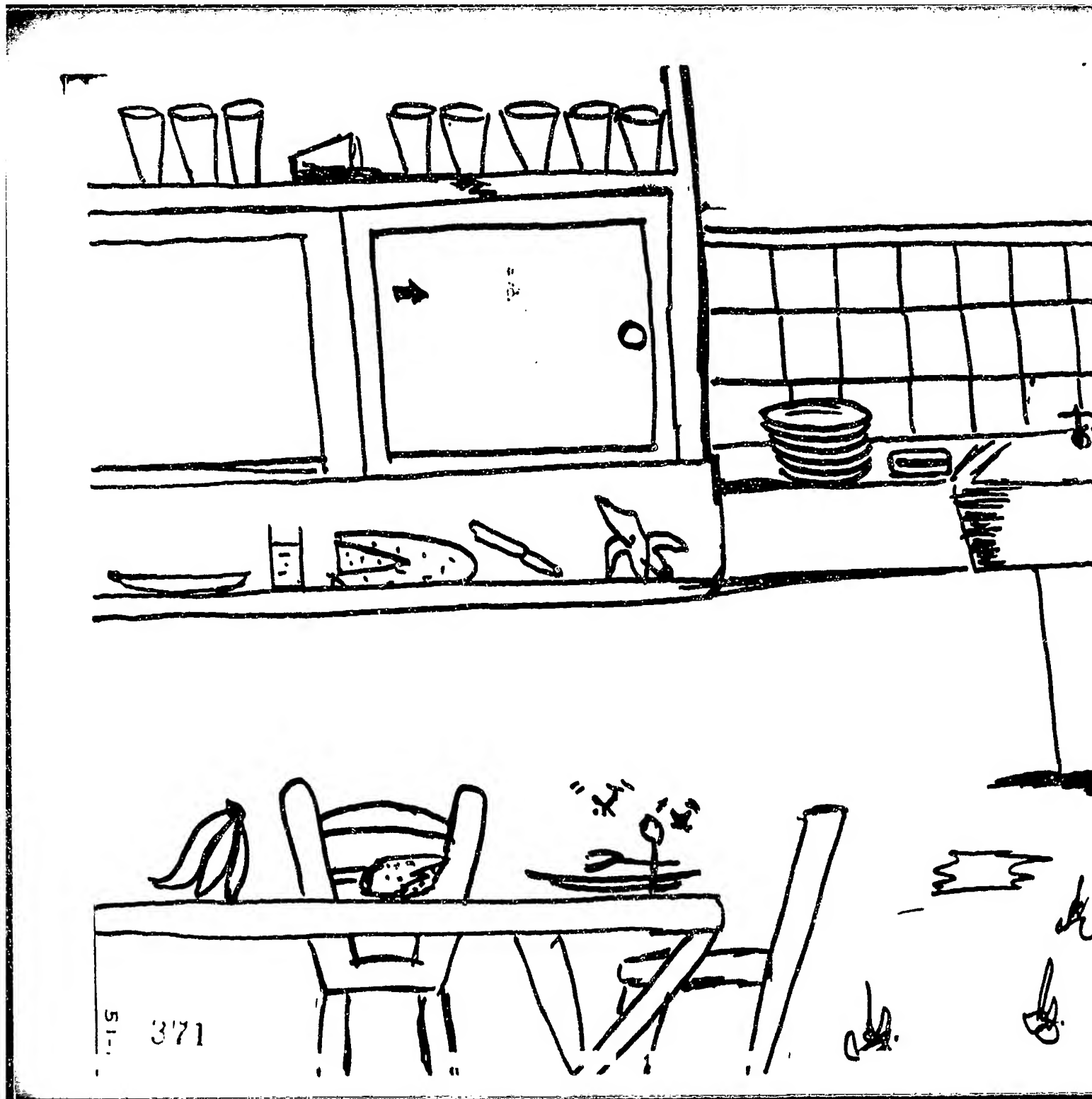
බස් එක ගිහිල්ලා
එකලා ඇවිල්ලා

The bus has gone.
They have come.

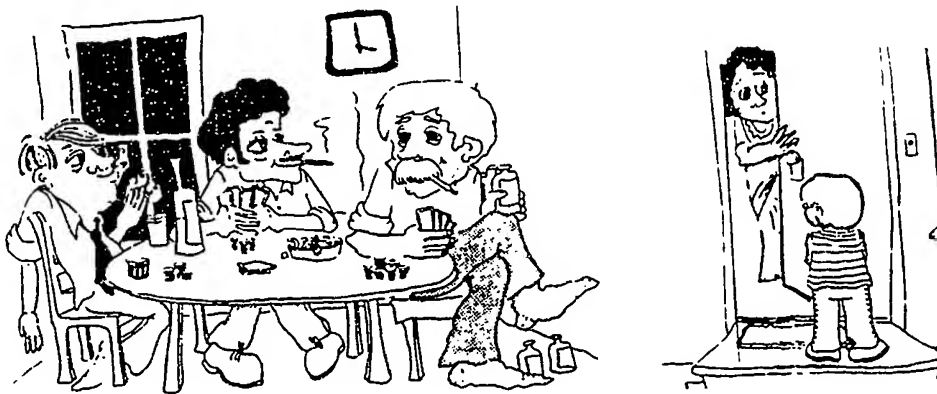
However, ideas of experiences cannot be constructed this way.

pic
11





- a) yaaluwek paarsəleak ewəla.
- b) lameek æ willa.
- c) mee minissu wæ Də nawattəla.
- d) mee lamea æ spirin peti huŋgak gıləla.
- e) eyaa sallı huŋgak dinəla.



COMMUNITY ORIENTED PROJECT

Visit the local Police Station and find out:

1. To which officer one can make a complaint about a theft.
2. The different ranks of Police officers.
3. Emergency telephone numbers.

LESSON PLAN III

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	stick figures, dialogue strips, role play cards

Procedure

1. Warm up/Review: 5 mins
Review emotional adjectives using stick figures.
2. Presentation: 5 mins
Cut up the dialogue into words and make two sets. Divide the students into two teams. Ask them to rearrange the dialogue meaningfully.
3. Practice:
 - Listening - 5 mins
Read out the dialogue several times.
 - Listening & Speaking - 5 mins
Practice the dialogue with the students changing roles.
 - Speaking - 5 mins
Students practice the dialogue in pairs.

4. Application (use):

15 mins

Role Play

Roles: PCT/Host mother
Situation: At the host family

Purpose: You are happy because your mother has sent you a huge parcel and in it you find that your father has sent you a cheque for hundred dollars. Your sisters have sent you T-shirts and your friends have sent you letters. Your mother inquires why you are so happy. You respond saying the above reasons.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

Social Life

Competency : To give and receive complements

Situation : Host Family Home

Dialogue III

Roles: PCT/Host Mother	Functions
<p>කෙටි : කෑම හරි රසයි. ඔයාට හොඳට උයන්න පුළුවි. (Food is very tasty. You are a good cook)</p>	- complementing
<p>අම්මා : අපේ ඇතිවෙන්න පැඩිද මක්ද. (I doubt whether you had enough)</p>	- responding to the complement
<p>Vocabulary රසයි සැරයි භික්ෂයි ඇහුල් පැණි රසයි</p> <p>Grammar Adverbs: හොඳට ඉක්මනට හෙමිහිට හයිසෙන් තරහෙන් පරිස්සම්</p>	

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out the taste of some new items of food
Teaching Point	Vocabulary: රසය සැරසි තිත්තයි ඇඹුල් පැණි රසය
Materials needed	Realia, role play cards, picture dialogue

Procedure

1. Warm up/Review:

5 mins

Review emotional adjectives.

2. Presentation:

15 mins

Present the meaning through a picture dialogue.

Devon හෝටලේ සැම කොහොඳ?

රසය හමුත් විතක් සැරසි



PCT 1



PCT 2

Use realia to present the other forms of tastes.

3. Practice:

Listening -

10 mins

1. Say right/wrong sentences like the following and get the students to answer හරි or වැරදි.

- සිහි පිත්තයි
- පුහු පැණි රසයි
- සියලුම ඇඟිලියි
- මිරිස් පැරයි etc.

Listening & Speaking -

10 mins

1. Say related words and get the students say the taste.

Tr: ice cream
Tr: මිරිස්
Tr: බෙහෙත්

Ss: (පැණි රසයි)
Ss:
Ss:

Speaking -

10 mins

1. Ask some questions like the following for the students to answer.

- මහගේ ගෙදර කුම භෝග්‍යමද?
- Malaria pills මොක රසද?
- Pizza පැරද? etc.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Host sister
Situation: At the host family

Purpose: PCT is making some american food at the host family; the host sister is trying to find out the different tastes of the food items.

5. Assessment (Task):

10 mins

Give the students five items of new food and ask them to find out the taste.

6. Contingency Plan:

7. Comments/Self Evaluation



Devon හෝටලේ කෑම
කොහොමද?

රසයි නමුත් විකාස් සැරයි.

LESSON PLAN II

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the adverbs in a given role play.
Teaching Point	Grammar: Adverbs - කෙඳව, ඉක්මනට, හෙමිහිට හසියෙන් කරතෙත් පරිස්සමින්
Materials needed	Picture dialogue, Paper chips, Paper strips, role play cards

Procedure

1. Warm up/Review: 5 mins

Review command and negative command forms.

2. Presentation: 15 mins

Present the adverbs using a simulation.

Write something slowly on the board and say: මම හෙමිහිට ලියනවා.

Write something fast on the board and say: මම ඉක්මනට ලියනවා.

Introduce the other adverbs using pictures and miming.

3. Practice:

Listening - 10 mins

1. Write the adverb on pieces of paper and put it to box. Ask the student to pick one and give you. Ask them to mime the action when you read out the piece of paper.

කයාගේ කම ඉක්මනට ලියන්න

ඉංග්‍රීසි හෙමිහිට කතාකරන්න

කරතෙත් බලන්න

Glasses පරිස්සමෙන් හේන්න

Photograph එක කෙඳව බලන්න

Teacherට හසියෙන් ගත්ත

Listening & Speaking -

10 mins

1. Mime and say incomplete sentences. Students complete with suitable adverbs. Put the sentences on the board.

Write fast and say මම ලියනවා

Students say ඉක්මනට

Speak slowly and say මම කතාකරනවා

Students say හෙමන්

Frown at somebody and say මම බලනවා

Students say හරහන්

Mime that you are carrying something carefully and say මම ගෙනවා

Students say පරිස්සමෙන්

Speak some Tamil and say මම දෙමල

කතාකරනවා

Students say හොඳට

Speaking -

10 mins

1. Write some instructions using adverbs distribute one set to each pair. Ask one student to mime the action and ask the other student to guess it.

ඉක්මනට ලියන්න

Student A gets the above strip and mimes : writing fast
Student B says: ඔයා ඉක්මනට ලියනවා.

Some suggestions for strips.

ඉක්මනට ලියන්න

හෙමන් කතාකරන්න

පරිස්සමෙන් ඇවිදන්න

4. Application (use):

15 mins

Role Play: Roles: PCT/Private Bus driver & conductor
Situation: On the bus
Purpose: The PCT is going on a bus and finds the bus driver is racing but nobody says anything. PCT feels that it is his/her duty to say not to go fast. He manages to go to the front and shouts at the driver not to go fast and go slow. The driver frowns at the PCT and the PCT asks why he is frowning and the conductor gets into an argument and asks the PCT to get off quickly. PCT refuses to get off quickly and says he/she would only get off slowly at his/her bus halt. However, the driver stops the bus and kicks the PCT out of the bus.

*** Warning:** Ask the trainees not to try this on a real private bus because the result would be one less for the next class.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Adverbs

Usually, adverbs are formed by adding 'ඵ' to the existing adjective. Thus:

හොඳ	+ ඵ	හොඳට	well
ලස්සන	+ ඵ	ලස්සනට	beautifully

However, there are some irregular ones too:

හෙමිස්	slowly
ඉක්මනට	quickly

LESSON PLAN III

Estimated Time	20 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Picture dialogue , role play cards

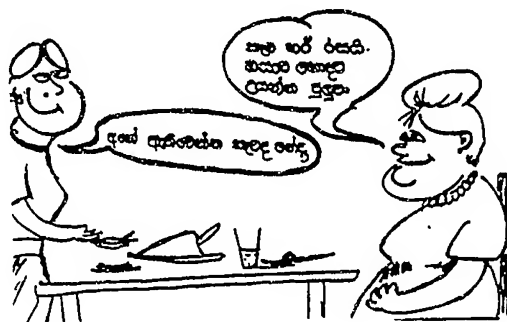
Procedure

1. Warm up/Review: 3 mins

Review necessary vocabulary and grammar.

2. Presentation: 3 mins

Present the dialogue using a picture dialogue.



3. Practice:

Listening -

3 mins

Read out the dialogue several times for the students to listen.

Listening & Speaking -

3 mins

Take roles and practice the dialogue.

Speaking -

3 mins

Students practice the dialogue taking roles

4. Application (use):

5 mins

Ask the students to do a role play based on the dialogue.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



අපේ අතිමහත්ත කැවුණු ලන්ද

කළු හරි රසයි.
මයාරි හොඳට
උයන්න පුලුව.

Social Life

Competency : To respond to personal remarks

Situation : on the street

Dialogue

Roles: PCT/Sri Lankan	Functions
<p>පාරේ ඉක්ක : ආ..... පිස්සු හැදෙන සඳ කෙනෙක් : මේ මේ නංගියෙ කම මොකද්ද? (Wow! A nice bit! here.... what's your name?)</p> <p>ස්වේච්ඡා : කරුණාකරලා මට මගෙ පාඩුවේ සේවකයා : ඉක්ක දෙන්න. (Please, leave me alone.)</p>	<p>- casting remarks</p> <p>- commenting</p>
<p>Vocabulary</p> <p>පිස්සු හැදෙන සඳ</p> <p>මාර ගැස්සිල්ල මව.</p> <p>ආදරේ සිතෙතවා දැක්කම</p>	

LESSON PLAN

Estimated Time	
Objective	
Teaching Point	Vocabulary & Dialogue පිස්සු ගැඳෙන සඳු ආර ගැස්සිල්ල මව. ආදරේ හිමිකරුවා දැක්ම
Materials needed	

Procedure

1. Warm up/Review:

2. Presentation:

3. Practice:
 - Listening -

 - Listening & Speaking -

 - Speaking -
4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

E

Topic V: Food

Competencies

Page

- | | | |
|-----|---|----------------|
| (1) | To describe food needs:
Dialogue I
Dialogue II | 01-08
09-15 |
| (2) | To ask about typical host
country foods:
Dialogue I | 16-23 |
| (3) | To express food preferences:
Dialogue I | 24-33 |
| (4) | To refuse additional food when
offered:
Dialogue I | 34-36 |

Food

Competency : To describe food needs

Situation : Sri Lankan Home

Dialogue I

Roles: PCT/Host Mother	Functions
<p>අමත : මොකවද ඕනේ? (What do you want?)</p>	<p>- inquiring</p>
<p>පම : බව වතුර ටිකක් ඕනේ (I want some water)</p>	<p>- expressing needs</p>
<p>Vocabulary කිරිබත් පාන් ඉතිහාසය ආස්ප පිටිවු පොල් සම්බෝල ලුණුමිරිස්</p> <p>Grammar S (Dative) + ඕනේ/ එයා</p>	

Topic: Food

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out information
Teaching Point	Vocabulary: කිරිබත් පාන් ඉදිආස්ස ආස්ස පිටවූ පොල් සම්බෝල පුකුණිරිස්
Materials needed	Realia, listening cloze, information gap

Procedure

1. Warm up/Review: 2 mins
Ask the students about their breakfast.
2. Presentation: 10 mins
Present the vocabulary using realia. Bring in all the items of food to the classroom and introduce the names and ask the students taste a bit if they want.
3. Practice: 15 mins
Listening -
 1. Make some labels of the food items and give them to the students. Ask them to place the correct label near the correct food item when you say it.
 2. Students listen to the following passage and fill in the blanks.

පිම්බේ අම්මා අද උදේට ඉව්වෙ නෑ. එයාට අසනීප තියා. එයා පාන් ගෙනාවා. පොල් සම්බෝල හඳුන්වා. ඊයේ උදේ එයා ආස්ස ඉව්වා. පුකුණිරිස් හඳුන්වා. මේරිබේ අම්මා අද උදේ පිටවූ හඳුන්වා. ඊයේ උදේට ඉදිආස්ස හඳුන්වා. අවුරුද්ද දවසේ එයාලා මක්කොම කිරිබතයි පුකුණිරිසයි කෑවා.

Listening & Speaking -

10 mins

1. Ask questions like the following based on the above passage.
Students listen and answer.

Tr:	පිම් අද උදේට කෑවේ මොනවද?	Ss:	පාත්‍රයා සොල් සම්බෝලයි
Tr:	පිම් ඊයේ උදේට කෑවේ මොනවද?	Ss:	.....
Tr:	මේර අද උදේ ඉඳිනව කෑවද?	Ss:	.....etc.

Speaking -

10 mins

1. Students work in pairs and ask and answer questions like the following.

-මයා අද උදේ කෑවේ මොනවද?
-මයා ඊයේ උදේ කෑවේ මොනවද?
-මයා ඊයේ උදේ ඉඳිනව කෑවද?

4. Application (use):

10 mins

Role Play:	Roles: PCT/Waitor
Situation:	At a restaurant
Purpose:	PCT goes to the restaurant; asks what's available and orders food.

5. Assessment (Task)::

10 mins

Send the students out of the classroom to find out what some of the Sri Lankans ate for breakfast.

6. Contingency Plan:

15 mins

Information Gap:

	උදේ	දවල්	රෑ
කිම්	පාන්	බත්	?
මාජ	?	බත්	?
මේර	ඉඳි ආපස	මොකක් කෑ	?
සුන්	කිරිබත්	?	පාන්

	උදේ	දවල්	රෑ
කිම්	?	?	පිට්ටු
මාජ	බත්	?	ආපස
මේර	?	?	ආපස/පිට්ටු
සුන්	?	බත්	?

7. Comments/Self Evaluation

Topic: Food

LESSON PLAN II

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to find out what some Sri Lankans want from town
Teaching Point	Grammar: S (Dative) + මිනෙ/එයා
Materials needed	Picture dialogue, paper chips, MCQ charts, role play cards

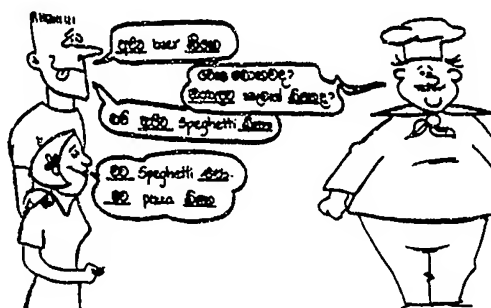
Procedure

1. Warm up/Review: 10 mins

Question strips.

2. Presentation: 15 mins

Present the grammar using a picture dialogue.



3. Practice:

Listening - 15 mins

1. Check for understanding through a MCQ questionnaire. Students say **මිනෙ/එයා**.

1. සැලිට් අසනිමයි.

- a) එයාට medicine මිනෙ?
- b) එයාට තේ මිනෙ?
- c) එයාට rest මිනෙ?

2. සැලි ඇමරිකාවට යනවා.

- a) එයාට visa හිතෙද?
- b) එයාට passport එකක් හිතෙද?
- c) එයාට ticket එකක් හිතෙද?

3. රෝගීව බවගිහිපි.

- a) එයාට noodles හිතෙද?
- b) එයාට medicine හිතෙද?
- c) එයාට rest හිතෙද?

4. ගිහිකාට සිතලයි.

- a) එයාට sweater එකක් හිතෙද?
- b) එයාට උණුවතුර හිතෙද?
- c) එයාට A.C. හිතෙද?

Listening & Speaking -

10 mins

1. Get the students to answer questions like the following.

- හිමි කුටරපිළියට යනවා. එයාට මොනවද හිතේ?
- ඔයාලා thanksgiving lunch උයනවා ඔයාලට මොනවද හිතේ?
- ෆ්‍රැන් French Fries හදනවා එයාට මොනවද හිතේ?
- සම්පත් සිසුවා ගන්නවා. එයාට මොනවද හිතේ?
- ගිහිකා උගන්නනවා. එයාට මොනවද හිතේ?
- ටිම්බ් අසනිපයි. එයාට මොනවද හිතේ?

Speaking -

15 mins

1. Guessing Game (Birthday Gift)

Write some names of gift items on pieces of paper and distribute them among the students. Students work in pairs and try to guess what the other person wants for his birthday.

Student A: ඔයාට කාර් එකක් හිතෙද?

Student B: මට කාර් එකක් එහ.

Student A: ඔයාට watch එකක් හිතෙද?

Student B: මට watch එකක් එහ.

Student A: ඔයාට beer can එකක් හිතෙද?

Student B: ඔව් මට beer can එකක් හිතේ.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Host mother, sister,
Situation: At the host family,
Purpose: PCT goes shopping. He/she asks his/her
mother, sister what they want in town.

5. Assessment (Task):

10 mins

Send the students to meet some Sri Lankans and ask what they want from town.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

'Want' 'බැක්' :

This verb may occur with a dependent Noun. The subject is in the Dative case:

මම පෑනක් බැක්	I want a pen
ඊයාට සල්ලි ටිකක් බැක්	She wants some money.

This may also occur with a dependent verb. The the pattern is:

මම කමිසයක් ගන්න බැක්	I want to buy a shirt.
----------------------	------------------------

The question marker ද? may be added to make it a question.

ඔයාට බියර් බිනෙද?	Do you want beer?
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These sentences are negated by adding නැ.

ඊයාට බියර් බිනේ නැ	He does not want beer.
--------------------	------------------------

එයා is usually used when negating sentences in the 1st person.

මට/අපිට තේ එයා	I/We don't want tea.
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LESSON PLAN III

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review:

2 mins

Review the vocabulary and grammar relevant to the dialogue.

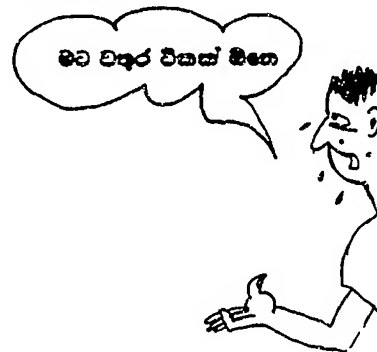
2. Presentation:

Present the dialogue using a picture dialogue.

2 mins



Host mother



PCT

3. Practice:

Listening -

3 mins

1. Read the dialogue several times for the students to listen.

Listening & Speaking -

3 mins

1. Take roles and practise the dialogue with the students.

Speaking -

5 mins

1. Students take roles and practise the dialogue using substitutions.

4. Application (use):

10 mins

Role Play:

Roles: PCT/trader

Situation: At the shop

Purpose: PCT goes shopping to buy things for the
thanksgiving party.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

ඔයාට මොනවදී පිනේ?

මම චතුර් විකාශ් සි



Food

Competency : To describe food needs

Situation : Sri Lankan home

Dialogue II

Roles: PCT/Host Mother	Functions
<p>අමතා : ඔබ විසින් හඳුනා දෙන්නද? (Shall I make some tea for you?)</p>	<p>- offering assistance</p>
<p>පිටි : දැන් එහෙ. පස්සේ බොන්න. (Not now. I'll have tea later)</p>	<p>- refusing assistance</p>
<p>Grammar</p> <p>S(Dative) + Verb (past participle) + දෙන්නද?</p> <p>S(Direct) + Verb (past participle) + දෙන්නද?</p>	

LESSON PLAN I

Estimated Time	1 hour 35 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out meanings of new words
Teaching Point	Grammar: S(Dative)+Verb (past participle)+ දෙනවද?
Materials needed	Picture dialogues, paper strips, MCQ charts, role play cards

Procedure

1. Warm up/Review:

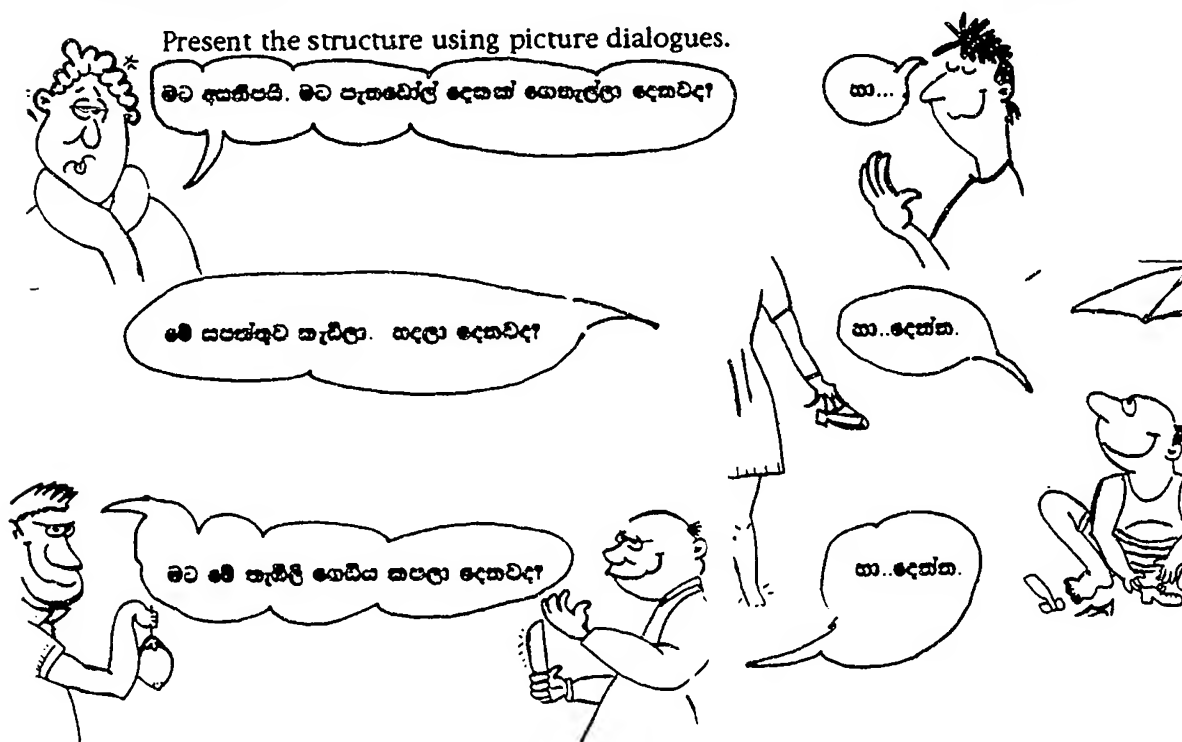
5 mins

Review the infinitive form of the verb and Past Participles.

2. Presentation:

15 mins

Present the structure using picture dialogues.



Get more examples and elicit the meaning and the rule from the students.

3. Practice:

Listening -

20 mins

1. Check understanding by asking the students to choose the correct and incorrect sentences when you read sentences like the following.

- තැඹිලි ගෙඩිය කපලා දෙකවද?
- බිසර් එක බිලා දෙකවද?
- පැතඹෝල් දෙකක් ගෙතැල්ලා දෙකවද?
- පොත බලලා දෙකවද?
- මට කෑම විතක් උයලා දෙකවද?
- දොර ඇරලා දෙකවද?
- මට මේක කාලා දෙකවද?

2. Read the following sentences and ask the students to choose the correct answer from a MCQ questionnaire.

1. මේ ඩිදුරුවෙ ඔබේ ඉත්තවා. මේක විතක්...

- a) කඩලා දෙකවද?
- b) හෝදලා දෙකවද?
- c) කාලා දෙකවද?

2. සයත්තුව කැඩිලා. මේක

- a) කපලා දෙකවද?
- b) ඇරගෙන දෙකවද?
- c) හදලා දෙකවද?

3. මට සතිය කෑ.

- a) පැතඹෝල් දෙකක් බිලා දෙකවද?
- b) පැතඹෝල් දෙකක් කපලා දෙකවද?
- c) පැතඹෝල් දෙකක් ගෙතැල්ලා දෙකවද?

4. මං සම්බෝල හඳුන්වන දත්තෙ කෑ. මට සම්බෝල

- a) කාලා දෙකවද?
- b) හදලා දෙකවද?
- c) උයලා දෙකවද?

5. මං දෙමලෙන් තම ලියන්න දත්තෙ කෑ. කොසෙල් මට..

- a) ඇදලා දෙකවද?
- b) කියලා දෙකවද?
- c) ලියලා දෙකවද?

Listening & Speaking -

10 mins

1. Get the students to complete sentences like the following using appropriate endings.

Tr: මේ තැඹිලි ගෙඩිය	Ss: (කපල දෙකටද?)
Tr: පරලෝසුව කැඩිලා. මේක	Ss:?
Tr: මට අසහිතයි. කෑම ටිකක්..	Ss:?
Tr: මගේ අත කැඩිලා. මගේ ඇඳුම් ටික	Ss:?
Tr: මගේ බඩ ඊදෙන්නවා. මට කෝපි එකක්..	Ss:?

Speaking -

15 mins

1. Write the above listening and speaking sentences on strips and give each pair a set of them. One student picks one from the set and makes a polite request and the other responds by agreeing to do or not agreeing.

For example: Student A gets

මේ තැඹිලි ගෙඩිය

Student A: මේ තැඹිලි ගෙඩිය කපල දෙකටද?

Student B: හොඳයි මං කපලා දෙන්නං or දැන් බැ. පස්සෙ කපලා දෙන්නං.

4. Application (use):

20 mins

Your shoes are broken. Go to the shoe maker and get it mended.

You're sick. You need some Panadol. Ask your host sister whether she could get you some.

You need to get somebody's help to do your homework. Ask your host sister whether she could assist.

Your window is broken. Ask your host brother whether he could help to repair it.

5. Assessment (Task):

10 mins

Write two or three new Sinhala words on the board and ask the students to meet some Sri Lankans and ask them whether they could teach them the meanings.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Past Participle + **අනෙකු**:

Past Participle of certain volitive verbs + **අනෙකු** expresses of performing the action for someone as a favour:

තැම්බි යෙදිය යුතු අනෙකු?

Will you please cut this taembili for me?

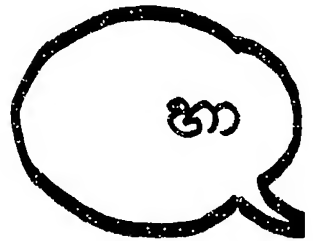


මේ සපත්තුව කැඩලා.
හදලා දෙන්නද?

හ්න... දෙන්න.



මට අසනීපය. මට පැනඳවල් දෙකක්
ගොල්ලවා දෙන්නවද?



LESSON PLAN II

Estimated Time	35 minutes
Objective	At the end of the lesson the students will be able use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

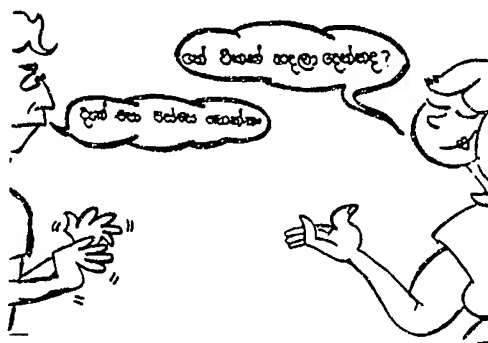
Procedure

1. Warm up/Review: 5 mins

Review necessary vocabulary and grammar.

2. Presentation: 3 mins

Present the dialogue using a picture dialogue.



3. Practice: 2 mins

Listening -

Read the dialogue several times for the students to listen.

Listening & Speaking - 10 mins

Ask possible requests from the student. Students answer.

- කැමරා ගෙඩියක් කපල දෙන්නද?
- අලුත් වචන විකක් කියල දෙන්නද?
- හොඳ පුවතක් ගෙනැවිල්ල දෙන්නද?
- වතුර එකක් ගෙනැවිල්ල දෙන්නද?
- ලංකාව ගැන කියල දෙන්නද?

Speaking - 5 mins

Students practise the dialogue using substitutions.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Host mother

Situation: At the host family

Purpose: PCT feels sick. PCT's host mother is trying to help by asking whether she could get you some panadol, ~~aspirin~~, some food. PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



දැන් ඔහු. ඔස්සේ බොන්න.

හේ ටිකක් හදලා දෙන්න.



Food

Competency : To ask about typical
host country foods

Situation : Sri Lankan Home

Dialogue

Roles: PCT/Host Mother	Functions
<p>අමත : මේ මොකවද? මං මේවා කලා කෑ. (What is this? I haven't had this before)</p> <p>පම : මේ දෙල්. (This is bread fruit)</p>	<p>- asking for information</p> <p>- identifying</p>
<p>Vocabulary</p> <p>දෙල්, තොස්, තෙල්, වම්බදු, බඳවත්තා, වට්ටත්තා, අල, බෝංචි</p> <p>Grammar</p> <p>Verb (past participle) + තියෙන්නවා/කෑ</p>	

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items in a game.
Teaching Point	Vocabulary: දෙල්, කොස් පොල් වම්බදු බණ්ඩක්කා වට්ටක්කා අලු බෝංචි
Materials needed	Realia, information gap sheets, listening cloze sheets

Procedure

1. Warm up/Review: 5 mins

Ask what the students ate for breakfast that morning.

2. Presentation: 10 mins

Present the vocabulary items through realia.

3. Practice:

Listening - 20 mins

1. Check understanding by asking the students listen and point to the ones you read.

2. Listening Cloze:

පියසේන ගිය ඉරිදා පොලට ගිහිල්ලා එල්ලේ ගත්තා. ඉස්සෙල්ලම එයා වම්බදුයි, බණ්ඩක්කයි, වට්ටක්කයි අරගත්තා. ගොඩත් මිල නිසා කෝඩ් ගත්තේ නෑ. ඊට පස්සෙ එයා කඩේ ගිහිල්ලා අලු අරගත්තා. කොළයි, කොළයි ගෙදර තියෙන නිසා ඒවා ගත්තො නෑ. එයාට දෙල් එයාගෙ යාළුවන් දුන්නා.

Listening & Speaking - 10 mins

1. Ask questions like the following from the above passage.

- පියසේන ඉරිදා ගියේ කොතෙද?
- එයා ඉස්සෙල්ලම ගත්තේ මොනවද?
- එයා කොළයි පොළයි ගත්තද? ගත්තේ තැන්පේ ඇයි?
- කඩෙන් ගත්තේ මොනවද?
- එයාට යාළුවා දුන්නේ මොනවද?

Speaking -

15 mins

1. Information Gap: මෙයාලා පොලව ගිහිල්ලා ගත්තේ මොනවද?

තම	සත්‍ය	බදාදා	සිකුරාදා
ලරික්	?	බණ්ඩක්කා	ඇල
සුමිත්	විලිබදු	පොල්	?
මාලික්	?	මොකුත් තෑ	ඇල
කමලා	බෝංචි	පොල්	?
සමත්	?	?	මොකුත් තෑ

තම	සත්‍ය	බදාදා	සිකුරාදා
ලරික්	බෝංචි	?	?
සුමිත්	?	?	විලිබදු
මාලික්	කොස්	?	?
කමලා	?	?	බණ්ඩක්කා
සමත්	ඇල	විලිබදු	?

4. Application (use):

20 mins

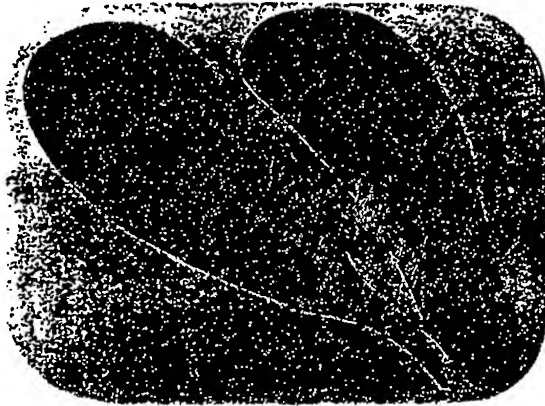
Divide the students into two teams. Place the realia on the table and ask one student from the first team to come up and ask **මේ මොනවද?** If the other student identifies it correctly he/she gets a point. Students continue until everybody gets a chance.

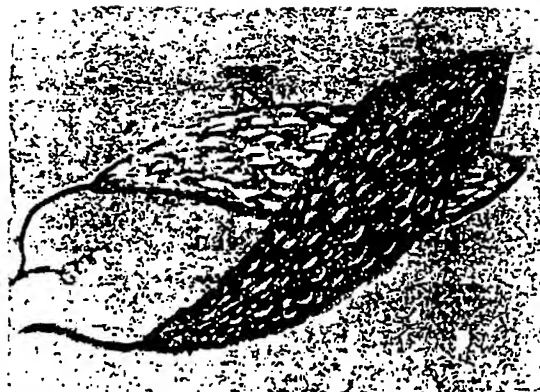
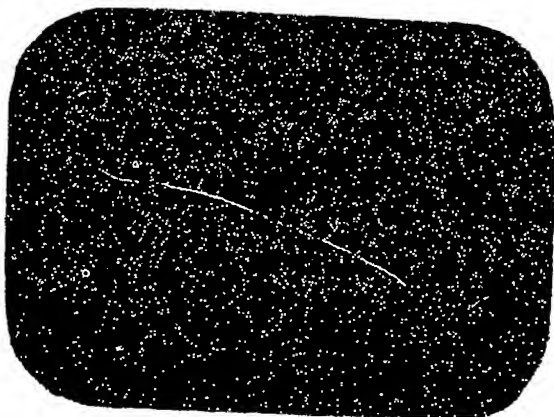
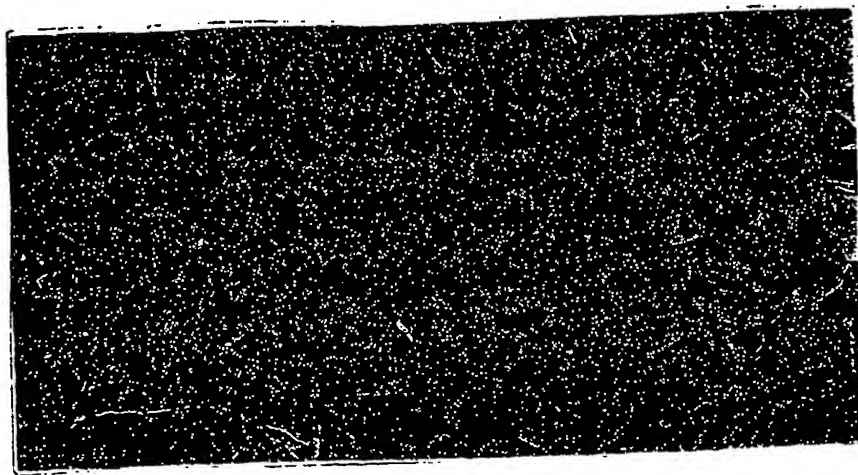
5. Assessment (Task):

Ask the students to go to the market and find out the prices of the vegetable items they have learnt.

6. Contingency Plan:

7. Comments/Self Evaluation





LESSON PLAN II

Estimated Time	1 hour 35 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out experiences of some Sri Lankans given in the task
Teaching Point	Grammar: Verb (past participle) + සිසෙතවා/නැ
Materials needed	Picture dialogue, information gap sheets

Procedure

1. Warm up/Review:

5 mins

Review the past participles.

2. Presentation:

15 mins

Present the structure through picture dialogues.



3. Practice:

Listening -

10 mins

- Ask the students to listen to the following questions and answer **බව**, **ඔව්** or **නැ**.

- සොලා temple of the tooth එකට ගිහිල්ලා තිසෙතවද?
- සොලා දුර්ගේ කාලා තිසෙතවද?
- සොලා ගමේ කාලා තිසෙතවද?
- සොලා සිංහල සිංදු කියලා තිසෙතවද?
- සොලා Hindu Wedding එකක් බලලා තිසෙතවද?
- සොලා අරක්කු බලා තිසෙතවද?
- සොලා ක්‍රිකට් ගහලා තිසෙතවද?

Listening & Speaking -

10 mins

1. Give clues like the following and ask the students to complete the sentences using appropriate endings.

-කොළේ කිසකවා 'Pizza හරි රසයි.' ඒ කියන්නේ... කොළේ Pizza
 -සමාජ අතකවා 'Statue of Liberty ගොඩක් උසයි' ඒ කියන්නේ සමාජ
 Statue of Liberty
 -කෙරේ අතකවා 'ඉදිකළා ගොඩක් රසයි' ඒ කියන්නේ එයා ඉදිකළා
 -පියවෙන කිසකවා 'පිහිරිස හරි ලස්සනයි.' ඒ කියන්නේ පියවෙන පිහිරිසට

 -මාප් කිසකවා 'තටත්ත හරි ලෙඩයි.' ඒ කියන්නේ මාප්.....

Speaking -

25 mins

1. Give some clues for students to construct meaningful sentences.

Tr: Pizza, Taco Ss: Pizza කාලා කිසෙකවා, Tacoත් කාලා කිසෙකවා.
 Tr: Pizza, hoppers Ss: Pizza කාලා කිසෙකවා හැබැයි ආපසු කාලා කෑ
 Tr: Paris, London Ss:
 Tr: Jurassic Park, Rambo Ss:
 Tr: Vodka, Arrack Ss:

2. Information Gap:

Name	Spaghetti	Statue of Liberty	Disneyland	Indiana Jones	Arizona Memo. Hall
Kim	✓✓✓✓✓✓✓✓	?	✓✓✓✓	✓✓	?
Sandra	?	✓	X	?	✓
Jennifer	✓✓✓✓✓✓✓✓	?	?	X	?
Ariel	?	✓✓✓	X	?	✓✓
Fern	✓✓	?	?	?	?
Kumar	?	X	?	✓	X

Name	Spaghetti	Statue of Liberty	Disneyland	Indiana Jones	Arizona Memo. Hall
Kim	?	X	?	?	X
Sandra	✓✓✓✓✓✓✓✓	?	?	X	?
Jennifer	?	✓✓	✓✓	?	✓
Ariel	✓✓✓✓	?	?	✓✓	?
Fern	?	✓	✓	X	✓
Kumar	X	?	X	?	?

4. Application (use):

15 mins

Get the students to answer the following questions using pictures.

* Introduce සි සැරසත්

- කොලා Rocky Three බලලා තියෙනවද? සි සැරසත් බලලා තියෙනවද?
- Whitney Houston හේ concert බලලා තියෙනවද?
- දළඳා මාළිගාවට ගිහිල්ලා තියෙනවද? සි සැරසත් ගිහිල්ලා තියෙනවද?
- Jurassic Park බලලා තියෙනවද? සි සැරසත් බලලා තියෙනවද?
- රොට් කාලා තියෙනවද?
- ලංකාවේ කෑම උසලා තියෙනවද?
- කො සිලෙසි Meditation Centre ගිහිල්ලා තියෙනවද?

5. Assessment (Task):

15 mins

Give them a task to find out the following information from some Sri Lankans.

- Whether they have seen Jurassic Park
- Whether they have eaten Pizza
- Whether they have been to other countries
- Whether they have had Vodka
- Whether they have played football

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

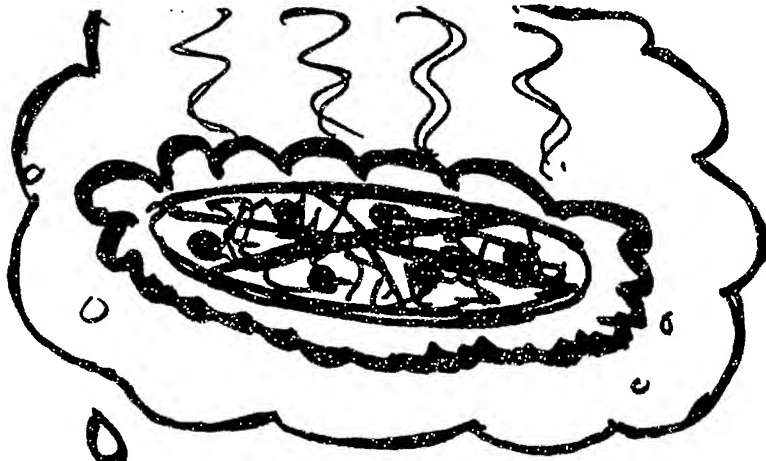
Past Participle + තියෙනවා:

When තියෙනවා added to the past participle the sentence may express ideas of experiences similar to those of Present Perfect in English.

ම. ගිහිල්ලා ගිහිල්ලා තියෙනවා I have been to Sigiriya.

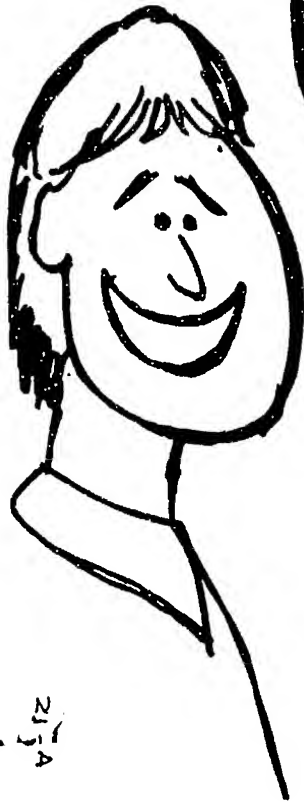
These sentences are negated by adding කෑ.

එයා දෙල් කාලා කෑ He hasn't eaten bread fruit.



මම Taco නිකුත්

Taco කාලා නිකුත්
ඉබ්බේ Pizza කාලා නිකුත්



යය France වලට ගිහිල්ලා නියෝගවද?

ඔයා එහේ Lourve වලට
ගිහිල්ලා නියෝගවද?

Lourve වලට ගිහිල්ලා
ආරෝප Paris වලට ගිහිල්ලා
නියෝගවද?



LESSON PLAN III

Estimated Time	35 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

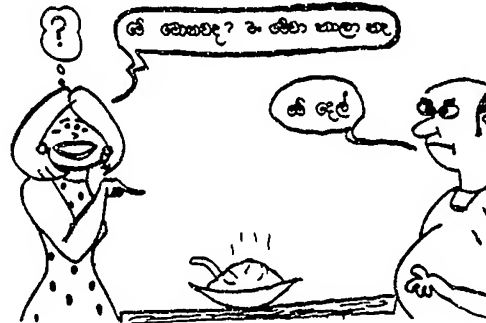
Procedure

1. Warm up/Review: 2 mins

Review necessary vocabulary and grammar.

2. Presentation: 3 mins

Present the dialogue using a picture dialogue.



3. Practice:

Listening - 5 mins

Read the dialogue with substitutions and ask the students to find out the substituted words.

Listening & Speaking - 5 mins

Take roles and practise the dialogue with the students.

Speaking - 10 mins

Students practise the dialogue using substitutions

4. Application (use):

10 mins

Role Play:

Roles: PCT/Host mother

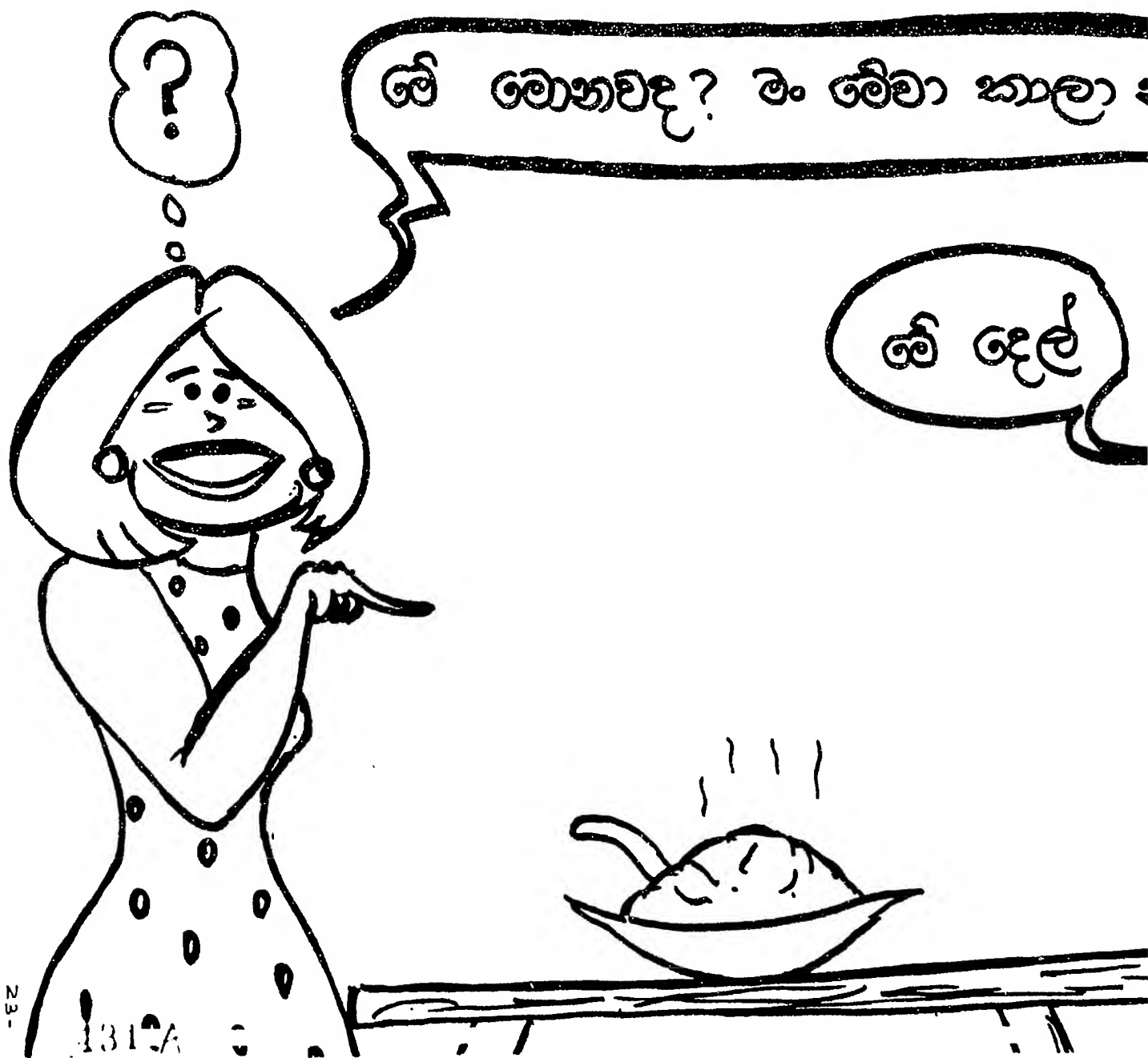
Situation: At the host family

Purpose: Host mother has prepared a variety of curries for lunch. However, the PCT has not had these before. He/She inquires the identity of these food items

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



Food

Competency : To express food preferences

Situation : Sri Lankan Home

Dialogue

Roles: PCT/Host Mother	Functions
<p>අමත : ඔය රූට කන්ත කෑමයි මොකවද? (What do you like to eat for dinner?)</p> <p>පිම් : පාත් හොඳයි. පරිප්පු හොඳී එක්ක. (Bread is fine, with dhal curry)</p>	<p>- inquiring about likes/dislikes</p> <p>- expressing likes</p>
<p>Grammar</p> <p>S+ N (Dative) + forms of කෑමයි/හයි</p> <p>S+ N වලට + forms of කෑමයි/හයි</p> <p>S+ Verb (Infinitive) + forms of කෑමයි/හයි</p> <p>Noun + එක්ක</p>	

LESSON PLAN I

Estimated Time	1 hour 40 minutes
Objective	At the end of the lesson the students will be able to find out preferences of some Sri Lankans using the new grammar
Teaching Point	Grammar: S+ N (Dative) + forms of කැමතියි/ආසයි S+ N වලට + forms of කැමතියි/ආසයි S+ Verb (Infinitive) + forms of කැමතියි/ආසයි
Materials needed	Pictures, listening grid, paper strips, index cards

Procedure

1. Warm up/Review:

10 mins

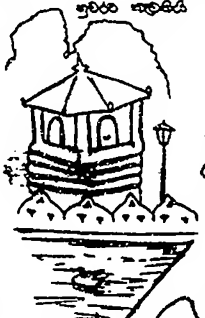
Review singular nouns, plurals, countables and uncountables

2. Presentation:


15 mins

Present the structures using pictures.

කුරිරා කැමතියි




කොළඹ වලට කැමති නැ




ජෝන් කුරිරා කැමතියි/ආසයි
එත් එයා කොළඹට කැමති නැ/ආස නැ

කෝ වලට කැමතියි




ආරා වලට කැමති නැ

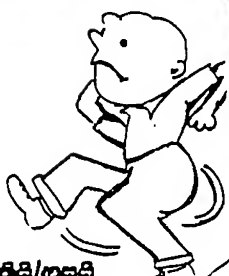


එයා බත්වලට කැමතියි/ආසයි
එත් එයා ආපසුවලට කැමති නැ/ආස නැ

සිංදු අසන්න කැමතියි



කවිකත කැමති නැ



එයා සිංදු අසන්න කැමතියි/ආසයි
එත් එයා කවිකත කැමති නැ/ආස නැ

එයා Bill Clintonට කැමතියි/ආසයි
එත් එයා Al Goreට කැමති නැ/ආස නැ



එයා බීයර්වලට කැමතියි/ආසයි
එත් එයා අන්කුවලට කැමති නෑ/ආස නෑ

එයා හිටියෝර්න්වලට කැමතියි/ආසයි
එත් එයා ඇරියෝර්න්වලට කැමති නෑ/ආස නෑ

Give more examples for other grammar items (indefinite singular, plural etc.) Elicit the meaning and the rules from the students.

3. Practice:

Listening -

15 mins

1. Say right/wrong sentences. Students select right/wrong ones saying හරි/වැරදියි.

- මම බත් කන්න කැමතියි
- මම බීයර් බොන්න කැමති නෑ
- මයා කුට්ටිවලට කැමතියි?
- මයා හිටියෝර්න්වලට කැමති ඇයි?
- එයාට Bill Clintonට කැමති නෑ
- එයා Al Goreට කැමතියි
- අපි පිහිරි කහිනවා කැමති නෑ
- එයාලා පිංතල ඉගෙනගන්න කැමති නෑ

2. Say words and ask the students to show you the correct card.

ට	වලට
---	-----

- | | |
|-----------------|--------------------|
| Tr: බත් | Ss show වලට |
| Tr: කුට්ටි | Ss show |
| Tr: කැලියෝර්න් | Ss show |
| Tr: බීයර් බොන්න | Ss show etc. |

Listening & Speaking -

10 mins

1. Say the above words and get the students to complete the sentences using the structure.

- | | |
|----------------------------|--------------------|
| Tr: බත් | Ss: බත්වලට කැමතියි |
| Tr: බත් කන්න | Ss: |
| Tr: Michael Jackson | Ss: |
| Tr: ටීකට් | Ss: |
| Tr: teledrama | Ss: |
| Tr: කොළඹ | Ss: |
| Tr: Agatha Christieගේ පොත් | Ss: etc..... |

Speaking -

15 mins

1. Prepare clues like the following and write them on paper strips. Ask the students to work in pairs and pick up paper strips one by one and make sentences using the picture on the board.

Student A: තෙරේසා ජියානවා 'මත් හරි රසයි'
Student B: එහෙත්, එයා මත්වලට කැමතියි.

Student A: තෙරේසා ජියානවා 'හොඳෙල් හොඳ නෑ.'
Student B: එහෙත්, එයා හොඳෙල්ට කැමති නෑ.

Clues:

- කිසිවක් හරි හොඳයි.
- අරක්කු හරි සැරසි
- කොළඹ ගොඩක් සර්දයි. ඒ වගේම අපිරිසිදුයි
- Bill Clinton හොඳයි නැබැයි Al Goreට ගොඩක් පිස්සු.
- සිංහල පොතේ ඉංග්‍රීසි translations නෑ.
- සිංහල handouts හරි හොඳයි.

4. Application (use):

10 mins

Students work in pairs and ask and answer questions like the following.

- ඔයා ලංකාවට කැමතියිද?
- ඔයා ලංකාවේ ජීවිත්වන්නට කැමතියිද? ඇයි?
- ඔයා බොහෝ කැමති බොහෝද?
- ඔයා කැමති singer කෙනෙක්ගේ නම කියන්න
- ඔයා ඇමරිකාවේ කැමති කොහොටද?
- ඔයා ලංකාවේ කැමති කොහොටද?
- ඔයා ඔයාගේ Host පවුලේ ගොඩක් කැමති කාටද?
- ඔයා ඔයාගේ ඇමරිකාවේ පවුලේ ගොඩක් කැමති කාටද?
- ඔයා කන්න කැමති කෑම ජාති දෙකක් කියන්න

5. Assessment (Task):

15 mins

Give the students a task to find out the following information.

- Whether he/she likes rice for all three meals
- Whether he/she likes to swim
- Whether he/she likes to watch teledramas
- Whether he/she likes Arrack
- Whether he/she likes to learn another language etc.

6. Contingency Plan:

10 mins

Listening Grid: Get the students to mark / or X accordingly while listening to the passage.

සමහර ජයන්ති සාදුවේ. සමහර බත් කන්න කැමතියි. ඒත් ජයන්ති බත් කන්න කැමති නෑ. එයා සාන් කන්න කැමතියි. ජයන්ති ගවුම්වලට කැමතියි සාර්වලට කැමති නෑ. සමහර ගවුම්වලට කැමතියි ඒත් සාර්වලටත් කැමතියි. ජයන්ති කැම tele drama එකක්ම බලනවා. සමහර වලට එව්වර කැමති නෑ. සමහර සිංහල උත්සවයන් කැමති නෑ. ඒත් ජයන්ති සිංහල උත්සවයන් කැමතියි.

කම	බත් කන්න	සාන් කන්න	ගවුම්වලට	සාර්වලට	tele drama	උත්සවයන්
සමහර						
ජයන්ති						

7. Comments/Self Evaluation

GRAMMAR NOTE

Constructions with 'කැමතියි' 'like':

In these constructions the object is always in the Dative case:

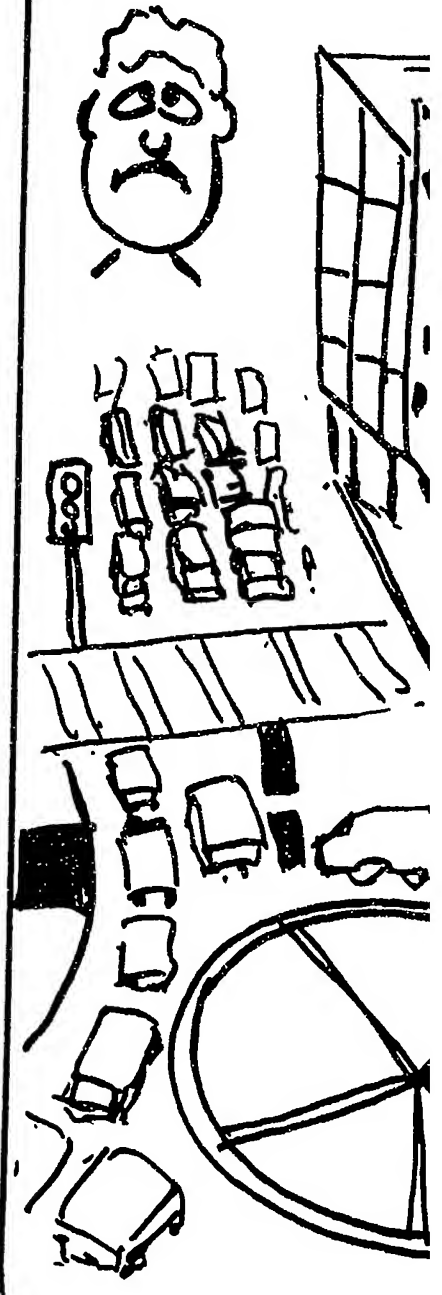
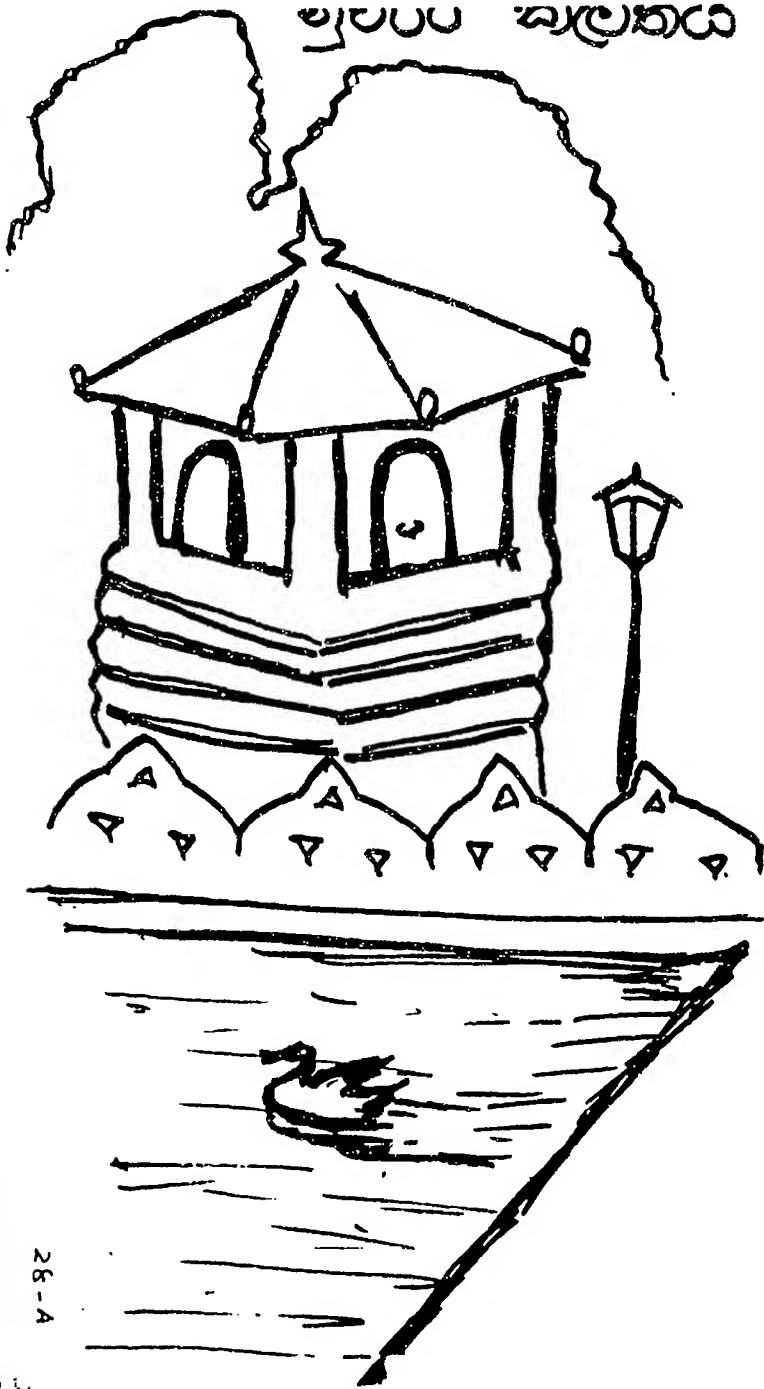
මං මේ ගෙව කැමතියි	I like this house.
එයා කෝපිවලට කැමති නෑ	She doesn't like coffee.
ඔයා සුනිල්ට කැමතිද?	Do you like Sunil?

This may also have a dependent verb. This verb will be in the infinitive form.

මං බත් කන්න කැමතියි	I like to eat rice.
---------------------	---------------------

ප්‍රභූ කැලහැල්

විකල්ප කැලහැල්



28-A

ඔබේ චලන කලාව

ආපසු චලන



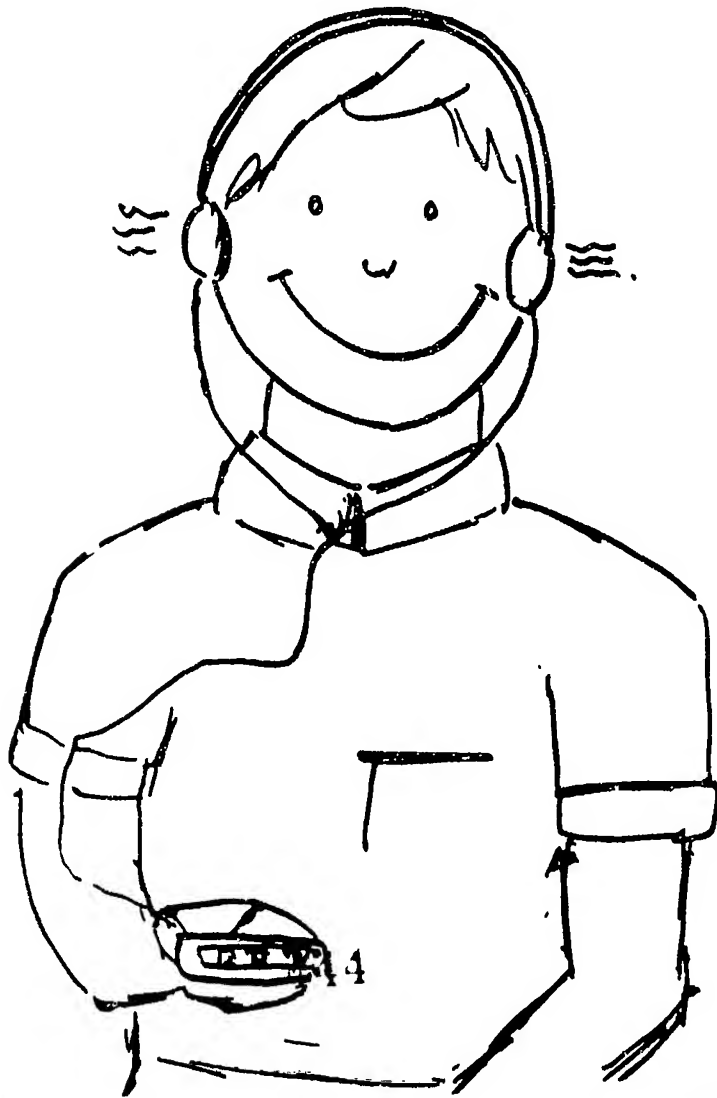
සියර මලා කලාතිස්



අරක්කු ම

සිංදු අඟන්න කලාතිස්

නටන්න

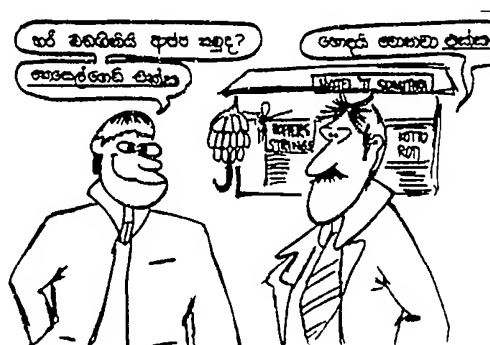
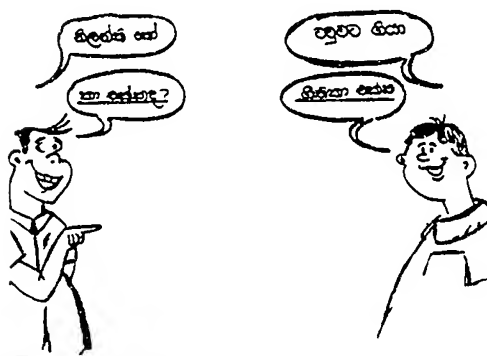


LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to ask and answer questions using the grammar
Teaching Point	Grammar: Noun + එක්ක
Materials needed	Picture dialogue, listening cloze, paper strips

Procedure

1. Warm up/Review: 5 mins
Review noun cases
2. Presentation: 15 mins
Present the structure using a picture dialogue.



3. Practice: 10 mins
Listening -
1. Listening Cloze:

මාර්ක් ඇමරිකාවෙත්. එය ඇමරිකාවේ ඉක්කනොටයාලුවක් එක්ක
Apartment එකක හිටියා. එයා හිටාඩු කාලේ එයාගේ කැනුලකො එක්ක
ඇවිදින්න ගියා. එයා මේ අවුරුද්දේ තව traineesලා එක්ක ලංකාවට ආවා.
එයා දැන් ලංකාවේ සවුලක් එක්ක නුවර ඉන්නවා. එයා ලංකාවේ කෑම වලට
ගොඩක් කැමතියි. එලවලු එක්ක බත් කන්න එයා ආසයි. ලබන මාසේ
මාර්ක්ගේ මල්ලි ලංකාවට එනවා. එතකොට එයා මල්ලි එක්ක ඇවිදින්න
යනවා.

Listening & Speaking -

10 mins

1. Get the students to answer questions like the following based on the passage.

- මාර්ක් ඇමරිකාවේ හිටියේ කා එක්කද?
- එයා එතේ ඇවිදින්න ගියේ කා එක්කද?
- එයා ලංකාවට ආවේ කා එක්කද?
- එයා දැන් ලංකාවේ ඉන්නේ කා එක්කද?
- එයා බත් කන්න කැමති මොනව එක්කද?
- එයා ලංකාවේ ඇවිදින්න යන්නේ කා එක්කද?

Speaking -

20 mins

Write possible combinations on paper strips and cut them into two. Make several sets and give each pair two identical sets. Students practise using the following format.

Student A gets the strip which says

රොට්

and Student B gets the strip

සම්බෝල එක්ක

Student A: මයා රොට් කන්නේ මොනවා එක්කද?

Student B: මං සම්බෝල එක්ක රොට් කනවා

Some ideas for strips:

රොට්	සම්බෝල එක්ක
බ්සර්	Pop corn එක්ක
වවුමට යනවා	යාලුවා එක්ක
ක්‍රිකට්	පොඩ් ලමයා එක්ක
පාවම් කරනවා	තංගි එක්ක
තෙ	හකුයු එක්ක

**Note: If the students make nonsense sentences at first, let them do it. After the first round, as they have opened up all the strips, get them to make correct sentences.*

4. Application (use):

10 mins

Get the students ask and answer questions like the following in pairs.

- Who did you go to school with?
- Who did you stay when you went to the university?
- What did you drink beer with when you were in America?
- What do you have Guacomoli with etc.

5. Assessment (Task):

Ask the students to find out the following information by asking the Sri Lankans.

- Who do the Sri Lankan women usually go to temple with:?
- Who do the Sri Lankan men usually drink with?
- What do they usually have alcohol with?
- What do they have decoction with?

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun + එක්ක 'with':

When එක්ක is added to a sentence, it functions as a sentence with the Post Position.

පිති එක්ක

with sugar

සුනිල් එක්ක

with Sunil.

නිලන්ති කෝ

කා එක්කද?

ප්‍රමාණ

ගිණිකා



හර් බඩගිනියා ආපර කළද?

හොඳයි

හෙසෙල්ගෙඩි එක්ක



HOPPER'S
STRINGS



31-8

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LESSON PLAN III

Estimated Time	42 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, listening grids

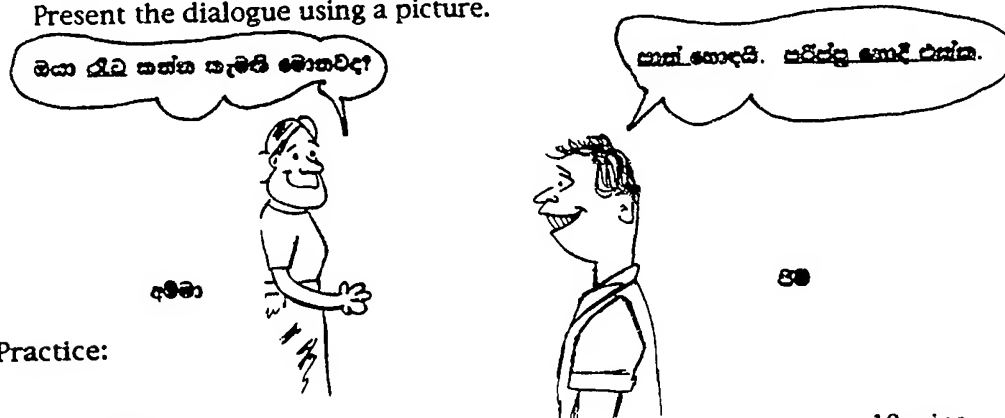
Procedure

1. Warm up/Review: 2 mins

Review necessary vocabulary and grammar.

2. Presentation: 5 mins

Present the dialogue using a picture.



3. Practice:

Listening -

10 mins

1. Read the dialogue with substitutions and ask the students fill out the grid accordingly.

Teacher's copy:

	What was eaten	With what
Breakfast	roti	chicken curry
Lunch	noodles	fish curry
Dinner	rice	vegetable curry

Student's copy:

	What was eaten	With what
Breakfast		
Lunch		
Dinner		

Listening & Speaking -

5 mins

Take roles and practise the dialogue with two substitutions.

Speaking -

10 mins

Students practise the dialogue with all substitutions

4. Application (use):

10 mins

Students act out the dialogue as a role play.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

ඔයා කන්න කලකි මොහවද?

ඊන් හොඳයි.
පරිප්පු හොඳි එක්ක

Food

Competency : To refuse additional food when offered

Situation : Sri Lankan Home

Dialogue

Roles: PCT/Host Mother	Functions
<p>අම්මා : තව බත් ටිකක් බෙදන්නද? (Shall I serve you some more rice?)</p> <p>පුං : නෑ. එහ. බඩ පිරිලා. (No, thanks. I am full)</p>	<p>- offering food</p> <p>- refusing an offer</p>
<p>Vocabulary</p> <p>බෙදන්න බෙදන්න බෙදවා බෙදන්න</p>	

LESSON PLAN

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips

Procedure

1. Warm up/Review:

5 mins

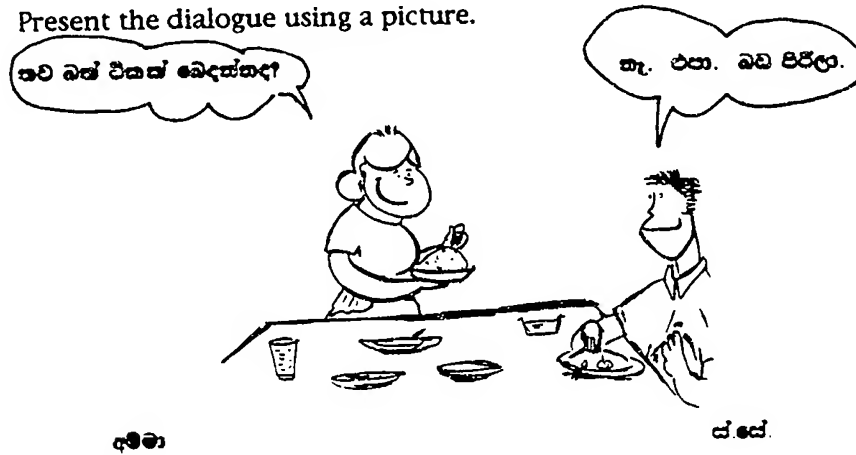
Review the meanings of the words බෙදන්න බෙදායන්න බෙදවා බෙදන්නද බෙදායන්න

2. Presentation:

10 mins

Introduce the phrase බඩ පිරිලා.

Present the dialogue using a picture.



3. Practice:

Listening -

10 mins

Read sentences using new words and ask the students who would say that.

Tr:	මං බෙදාගන්නා	Ss:	ස්.ස්.
Tr:	මං ටිකක් බෙදන්නද?	Ss:	අම්මා
Tr:	මං පස්සේ බෙදාගන්නං	Ss:	.....
Tr:	ඔයා තව ටිකක් බෙදාගන්න	Ss:	.....
Tr:	ඔයෝ බඩ පිරිලා	Ss:	.....
Tr:	මං පස්සේ බෙදාගන්නං	Ss:	.....
Tr:	දුව. තව මාදු ටිකක් බෙදන්න	Ss:	.....
Tr:	අපොයි. මං ගොඩක් කෑවා	Ss:	.....

Listening & Speaking -

10 mins

Write the above sentences on strips. Take one and read it out. Ask the students to respond appropriately.

You get the strip

මං ටිකක් බෙදන්නද?

You read out the question: මං ටිකක් බෙදන්නද?

Students answer: අපොයි එයා...මං බෙදාගන්නං

Speaking -

5 mins

Students in pairs do the above activity.

4. Application (use):

10 mins

Students practise the dialogue and act it out as a role play.

5. Assessment (Task):

Ask the students find out the effectiveness of the phrases at home.

6. Contingency Plan:

7. Comments/Self Evaluation

නව විකෘති බෙදා

නැ. පිරි.



<i>F</i>	Topic VI: Health
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Competencies

Page

- | | | |
|-----|--------------------------------------|-------|
| (1) | To describe one's physical condition | |
| | Dialogue I | 01-06 |
| | Dialogue II | 07-18 |
| (2) | To describe one's emotional state | |
| | Dialogue I | 19-26 |

Health

Competency : To describe one's physical condition

Situation : Host Family Home/
in the classroom

Dialogue 1

Roles: PCT/Teacher	Functions
<p>සුභිල් : ඇඟිල්ලට මොකද වූණේ? (What happened to your finger?)</p> <p>විජි : කැපුණා. (It was cut.)</p>	<p>- inquiring</p> <p>- reporting</p>
<p>Vocabulary</p> <p>Parts of the body</p> <p>බිඳුට ඇතු, කකු, කට, දත්, පොල්, දිව, උතුර බඩ, පිට, කකුල, ඇස, ඇත</p>	

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to comment on their parts of the body
Teaching Point	Vocabulary: මළුව ඇතුළත කකු බඩ පිට කකුල ඇත උතුර
Materials needed	Picture of a human body, cards for concentration game

Procedure

1. Warm up/Review: 5 mins

Review the previous lesson or the task given.

2. Presentation: 10 mins

Present the parts of the body using a picture of a human body.

3. Practice:

Listening - 15 mins

1. Say the parts of the body aloud and ask the students to show the correct part of the body.
2. Weird Man: Read the following passage and ask the students to draw a man according to the description.

මෙයාගේ හම ලැබීන්. එයාගේ මළුව ලොකුයි. බෙල්ල පොඩ්ඩයි. එයාගේ පසුවත් පොඩ්ඩයි. බඩ මහතයි. එක කකුත් පොඩ්ඩයි. අනිත් කකු ලොකුයි. එයාගේ ඇත් දෙකම ලොකුයි. කාගේ දිගයි. කට ලොකුයි. කවේ දත් දෙකයි. එක අතක් දිගයි. අනිත් අත කොටයි. එක අතක ඇඟිලි හතරයි. අනිත් අතේ ඇඟිලි හයයි. කකුල් දෙකම කොටයි. එක කකුලක ඇඟිලි තුනයි. අනිත් කකුලේ හතයි.

Listening & Speaking -

15 mins

1. Point to the the different parts of the body in the picture and ask the students to say the parts aloud.
2. Say a related item and the students say the parts of the body which is relavant to that item.

Tr: හඳක්
Tr: කොරපිය
Tr: බරලෝසුව

Ss: කකුල්
Ss:
Ss: etc.

Speaking -

15 mins

1. Ask the students to describe the weird man they drew earlier.
2. Chain drill: Students sit in a circle.

First student touches head and says: බලුව

Second student touches head and eyes and says: බලුව. ඇස්

The drill continues until all the parts of the body are said.

4. Application (use):

10 mins

Ask the students to work in pairs and comment on their partner's parts of the body.

මාගේ බලුව දිගයි. මාගේ කකුල උල්. මාගේ අත් ලස්සනයි...etc.

Warning

The effectiveness of this exercise depends on the mood, friendliness, group mentality, age and maturity of the group. If you find this dangerous to do, design a new one or ask the students to comment on their own parts of the body.

5. Assessment (Task):

Ask the students to find out in which part of the body do they wear the following items of clothing or ornaments.

කවචය, සබාව වලලු, මාල, කරාඩු, කවරිය

6. Contingency Plan

15 mins

Concentration Game:

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Pictures, listening grids, role play cards

Procedure

1. Warm up/Review:

5 mins

Review parts of the body.

2. Presentation:

5 mins

Present the dialogue using a picture. To introduce **കയ്യുറ** bandage one of your fingers and put some red ink on it.

3. Practice:

Listening -



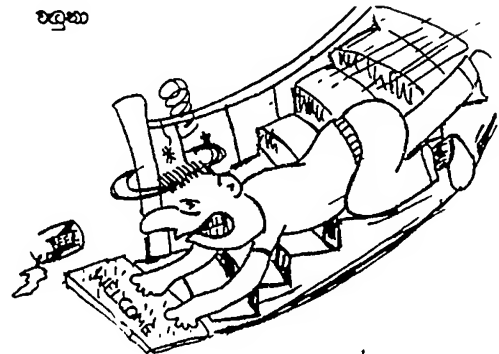
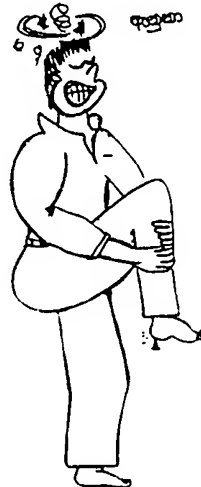
10 mins

1. Read the dialogue 3 times using substitutions and ask the students to fill the given grid.

Introduce **കയ്യുറ**, **വെട്ടി**, **കയ്യുറ** using the following pictures.



Topic: Health



Picture showing a cracked head

Picture showing a falling person

Picture showing pricking of a nail

Listening Grid:

Teacher's copy

Place of Injury	What happened
මල්ල	පැළුනා
අත	වැටුනා
කකුල	ඇහුනා

Student's copy

Place of Injury	What happened

Listening & Speaking -

5 mins

Take roles and practise the dialogue using the above substitutions.

Speaking -

5 mins

Students practice the dialogue using the substitutions.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Host Country National(HCN)
Situation: At a Shramadana
Purpose: PCT gets injured and the HCN inquires what happened.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

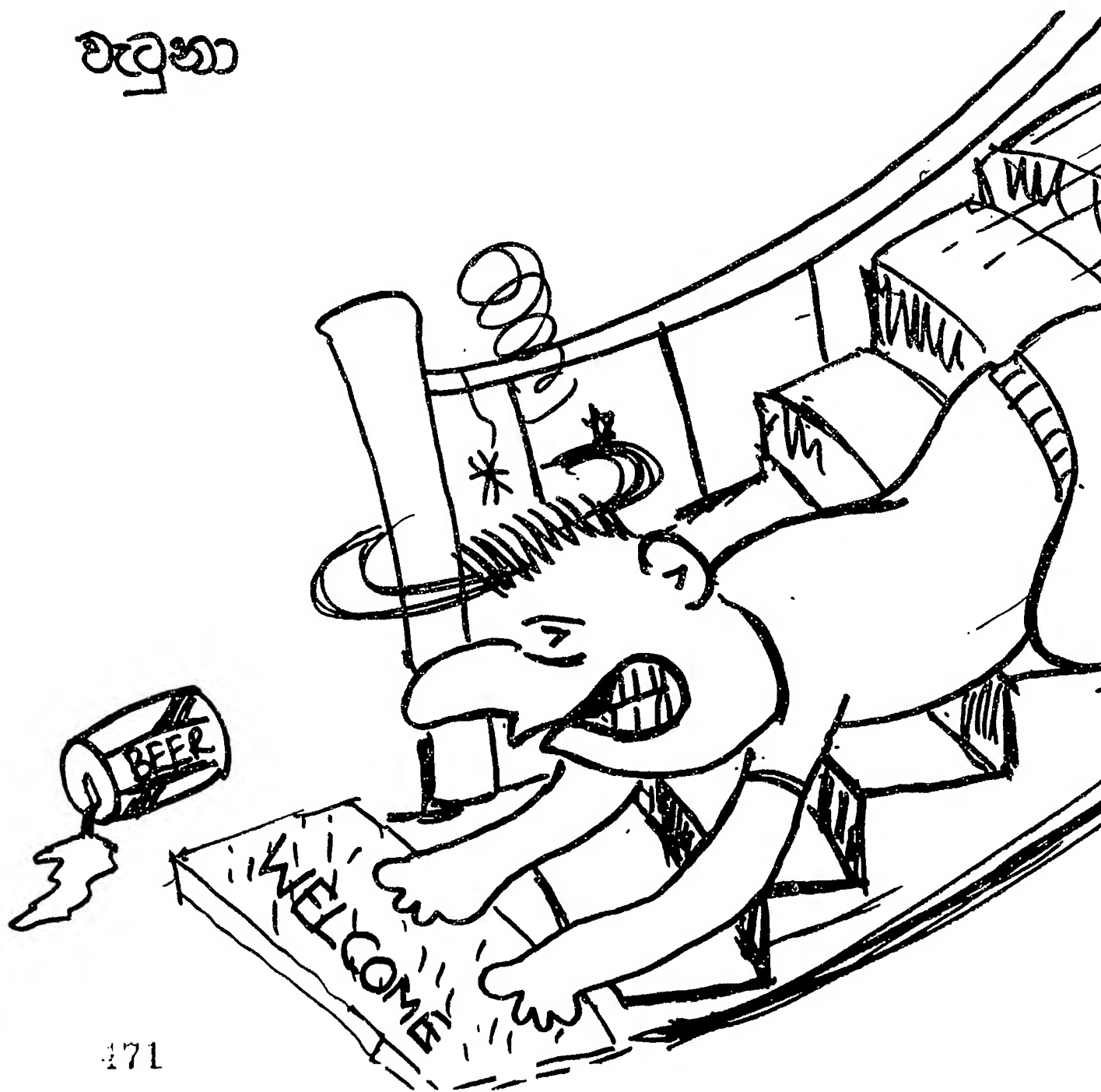
മധുരം അതിർത്തിയായി വന്നു എന്ന്?

മാർ

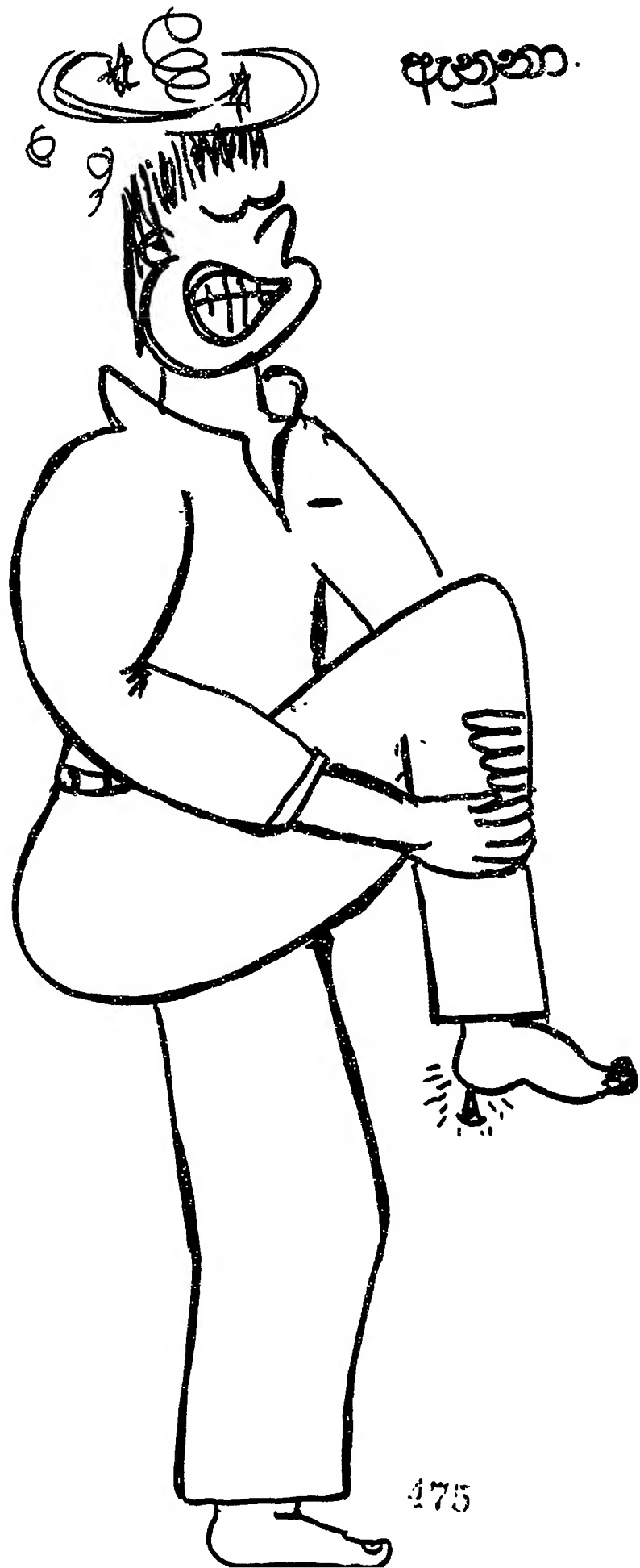
എ



စာပေ







Health

Competency : To describe one's physical condition

Situation : Host family home, in the classroom

Dialogue II

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා : ඔබට සනීප කැරේ? (Aren't you feel well?)</p> <p>විම : උණ ගැඳෙන්න වගේ. (I feel feverish.)</p> <p>ගුරුවරයා : බෙහෙත් ගත්තද? (Did you get medicine?)</p> <p>විම : හෙදර හිඬ නිදගත්තම හරිසයි. (It will be all right when I go home and rest.)</p>	<p>- inquiring</p> <p>- reporting</p> <p>- inquiring</p> <p>- giving information</p>
<p>Vocabulary</p> <p>Physical ailments:</p> <p>උණ ගෙම්බරිස්සාව කැස්ස වමනේ සතවා කිඹුහුං සතවා බඩ ඊදෙතවා බඩේ අමාරුවක්</p> <p>Grammar</p> <p>Verb (past tense) + ම</p> <p>Verb stem + යි/වි (May/might)</p>	

Topic: Health

LESSON PLAN I

Estimated Time	1 hour 7 minutes
Objective	At the end of the lesson the students will be able to use the new vocabulary items in a given role play
Teaching Point	Vocabulary: Physical ailments: ಗುಣ ಹೇಳಿಸಿಕೊಡುವ ಜ್ವರ ರೋಗ ವಾತ ಶಿಶಿ ವಾತ ಎದೆ ರೋಗ ಎದೆ ಫೋಸಿ
Materials needed	Pictures of ailments, paper chips, listening cloze sheets, role play cards

Procedure

1. Warm up/Review:

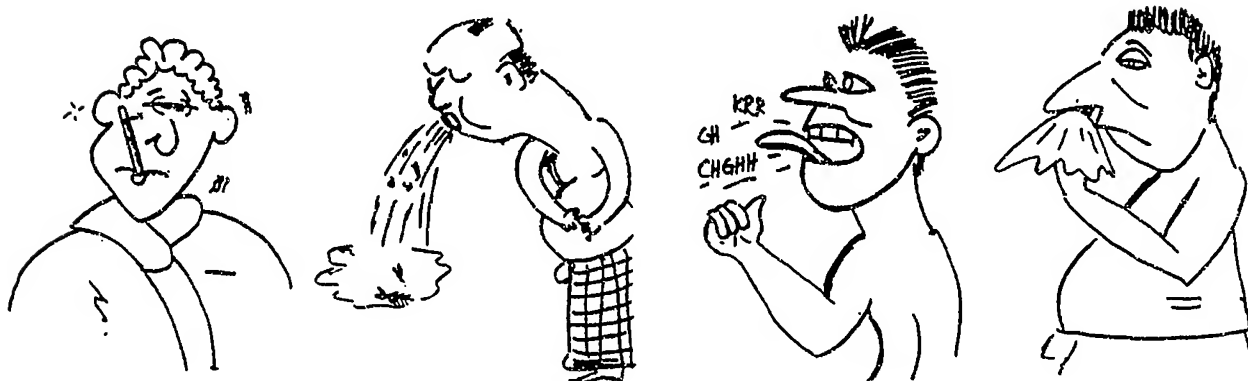
2 mins

Review previous lesson if necessary.

2. Presentation:

15 mins

Present the ailments through pictures.



3. Practice:

Listening -

10 mins

1. Distribute the pictures among the students and ask the students show the correct pictures when you say the word aloud.
2. Show the picture and say right/wrong ailments. Students say right or wrong.

Listening & Speaking -

10 mins

1. Get the students to listen to the passage and fill in the missing words. Later read the passage and stop at each blank and let the students say the missing words.

ක්‍රිස් ස්ටීව්ස් සේවකයෙක්. එයා දවසක් විත් මාලු කෑවා. ඊට පස්සේ එයාගේ බඩ රිදුණා. ඒ එයාට ගොඩක් වමනේ ගියා. උදේ බඩ ගියා. ඉතිං, එයා Dr. Shiroට Phone එකෙන් කතා කෙරුවා. Dr. Shiro එයාට කිව්වා මේක බැක්ටීරියා ලෙඩක් කියලා. ක්‍රිස්ට ගොඩක් උන හැදුණා. එයාට කිව්වුණා ගියා. දැන් එයාට හෙමිබේරිස්කාවක් හැදුණා. පස්සේ කැස්සක් හැදුණා. ඊට පස්සේ එයා කොළඹ ගිහිල්ලා Dr. Shiro හමුවුණා. Dr. Shiro එයාට බෙහෙත් දුන්නා. ක්‍රිස් ගොඩක් බෙහෙත් බිට්වා. ඊට පස්සේ එයාට සනීප වුණා.

Speaking -

15 mins

1. Get one student to come forward and mime an ailment and get the others to guess it.
2. Write the ailments on pieces of paper and roll them. Give one set to each pair and ask the students to practise the following dialogue by picking up a paper strip to fill in the blank in the dialogue.

Dialogue:

- A: කොහොමද?
- B: විතක් අපහිපයි.
- A: මොකද්ද අමාරුව?
- B: විතක් වගේ.

4. Application (use):

15 mins

Role Play:

Roles: PCT/Host mother

Situation: At the host family

Purpose: PCT had gone to a party the other day and come home in a heavy rain. He/She doesn't feel good and has fever, cold, cough, vomiting etc. Host mother inquires and tries to help by asking whether the PCT needs any herbal medication. PCT politely refuses.

5. Assessment (Task):

Ask the students to find out some Ayurvedic medicine for the above learnt diseases.

6. Contingency Plan:

15 mins

Picture Cube: Make a cube with a six sides, each showing a picture of a symptom or illness. Students throw the cube, look at the picture facing up and give the appropriate response (e.g. "I feel _____.") Vary this by making it a contest between teams.

7. Comments/Self Evaluation









LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out information from the the Sri Lankans.
Teaching Point	Grammar: Verb (past tense) + ඉ
Materials needed	Picture dialogue, MCQ charts

Procedure

1. Warm up/Review:

5 mins

Review the කොට form.

2. Presentation:

15 mins

Present the grammar through a picture dialogue.



3. Practice:

Listening -

15 mins

1. Ask the students to listen to the part of the sentence and choose the correct answer to complete the sentence.

- | | |
|--------------------|-----------------------|
| 1. වැඩ කෙරුවම | a. මහත්සි නෑ |
| | b. මහත්සිසි |
| | c. දුකසි |
| 2. වතුර බිච්චම | a. තිබෙයි |
| | b. බවහිසි |
| | c. තිබෙන නෑ |
| 3. බවහිසි උනාම | a. කෑම එසා |
| | b. කෑම සතවා |
| | c. කෑම සත්තේ නෑ |
| 4. කොළඹ ගියාම | a. සිංහල ඉගෙනගත්තවා |
| | b. Lesson Plan කරනවා |
| | c. Taj එකට යනවා |
| 5. සයිට් එකට ගියාම | a. ඉංග්‍රීසි උගත්තනවා |
| | b. සිංහල උගත්තනවා |
| | c. වැඩ කරන්නේ නෑ |

Listening & Speaking -

15 mins

1. Ask the students to listen and complete the sentences using meaningful phrases.

- | | |
|--------------------------|-------|
| 1. P.S.T. ඉවර්දුනාම | ..... |
| 2. සිංහල සයිට් එකට ගියාම | ..... |
| 3. Dr. Shiro ආවාම | ..... |
| 4. අසහිස උනාම | ..... |
| 5. පරණ සාන් කෑවම | ..... |
| 6. ගොඩක් බිසර් බිච්චම | ..... |

Speaking -

10 mins

1. Students work in pairs and ask and answer questions like the following.

- ඔයා ඇමරිකාවට ගියාම කරන්නේ මොනවද?
- ඔයා කවස කෙරුර ගියාම කරන්නේ මොනවද?
- කෝර් මෙහේ ආවම ඔයා තියන්නේ මොනවද?
- ඔහ්න සයිට් එකට ගියාම කරන්නේ මොනවද?
- ඔයා සයිට් එකට ගියාම සත්තේ කොහොමද/කොහෙත්ද?

4. Application (use):

10 mins

Ask the students to speak to the language instructors and find out what they will do when they go home on weekends or after the PST.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Past tense + ම :

When ම is added to the Past Tense, the construction would mean 'when' in the context of 'once the action has been completed'.

ම. ඇමරිකාවට ගියාම මාට ලිපින්න.
කපිල අවම එයාට කතාකරන්න

I'll write to you when I get to America.
Talk to Kapila when he comes here.

ඔයා කෙනෙකුරුදා කරන්නේ මොනවද?

ඒන්නවල යන

ආ..... පිනේ ගිණව
ඔයාට අලි බලන්න පුළුව.



13-A



ඉදි රැබි එනවද?

ඔව් ආයිය?

ඔව්

ඔයා ඉදි ආවම ආපි
ලිහන්නන් විනෙද?



LESSON PLAN III

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to use the grammar in a discussion
Teaching Point	Grammar: Verb stem + ය/ව (May/might)
Materials needed	Pictures, Picture dialogue, listening cloze sheets, action cards, question strips

Procedure

1. Warm up/Review:

10 mins

Write some questions on strips of paper. Fold them and put on a basket. Ask one student pick one and read it aloud. Get the others to respond.

2. Presentation:

15 mins

Present the grammar concept using pictures and picture dialogues

Show a picture of lot of dark clouds in the sky and introduce **තවසට වසයි**.

Picture dialogue:



3. Practice:

Listening -

15 mins

- Students listen to the following sentences and say **බව** or **නෑ**
 - නොයෙක් ශ්‍රීස්මත් එකට ගෙදර යයිද?
 - Dr. Shiro සිතුරාදා සයිව් එකට එයිද?
 - PD Christmas Party එකට එයිද?
 - අද හවසට වසයිද?
 - ලබන අවුරුද්දේ World War එකක් එයිද?
 - බයාලයේ Swearing-In Party එකට Batch 21 ස්වේච්ඡා සේවකයෝ එයිද?
- Students listen to the following passage and fill in the missing words.

මාධව ලබන අවුරුද්දේ විශ්ව විදුලේ යයි. එයා විශ්ව විදුලේ ගිහිල්ලා Medical subjects ඉගෙන ගනියි. එයාට එතේදි ගොඩක් යාලුවෝ හමුවෙයි. මාධව යාලුවෝ එක්ක ගොඩක් පාවිච්ඡා කරයි. එයා ඉගෙනගන්න දක්ෂ නිසා Exam එක හොඳට පාස්වෙයි. සමහරවිට එයා upper class එකක් ගනියි. අවුරුදු පහකට පස්සේ දොස්තර කෙනෙක් වෙයි.

Listening & Speaking -

10 mins

- Students listen to incomplete sentences and complete them using appropriate verb endings.

Tr:	අද ගොඩක් වලාකුළු තියෙනවා. එහෙනං අද හවස	Ss:	වසියි.
Tr:	බදාදා ප්‍රේමසිරි එනකොට ලියුම්	Ss:	.....
Tr:	මාර්ක් ගොඩක් බියර් බිලා. ඒ නිසා එයාට වමනෙ	Ss:	..... etc.

Speaking -

20 mins

- Distribute a set of action cards to each pair of students. One student picks up a card and says the present tense form of it and the partner says the may/might form.
- Students use the same set of cards and practise making questions and statements according to a plot.

Student A: හෙට ඉරිදා. ඒ නිසා John (shows the card of going and asks) එයා ටවුමට යයිද?

Student B: මට හරියටම කියන්න බෑ... සමහරවිට යයි.

The drill continues with different cards.

4. Application (use):

15 mins

Students discuss the following problems

- Bill Clinton මැරුනම අමෙරිකාවට මොනව වෙයිද?
- ගුරුවරයාට \$ 100000 හම්බවෙනවා. එයා මොනව කරයිද?
- කෙටි නිවාඩුයි. ඉතිං PST staff එක මොනව කරයිද? Give names of the staff.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

May / Might form of the Verb:

The -යි form of the Verb is form in the following manner:

V(stem) + යි

ය	+	යි	යයි	May / Might go
බො	+	යි	බොයි	May / Might drink

A few verbs have irregular forms. Some of them are:

ගන්නවා	ගනියි	May / Might buy, take
ඉන්නවා	ඉදියි	May / Might stay, live, be
ගෙනවා	ගෙනෙයි	May / Might bring

This Verb form occurs only with 2nd and 3rd Person subjects and expresses the meaning of 'is likely to', 'may', 'might', 'probably'.

මයා අම්මට B'Day Card එකක්
යැව්වද?

උන්න දිනේ දිවසට
හම්බලන්ද?

ඔව්, හම්බ



LESSON PLAN IV

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips, role play cards

Procedure

1. Warm up/Review:

5 mins

Review parts of the body and the ailments.

2. Presentation:

5 mins

Present the dialogue using a picture dialogue.



3. Practice:

Listening -

10 mins

- Write the dialogue on strips of paper. Make two sets. Cut them into pieces and give the two sets two teams. Ask the students listen carefully when you read and then ask them to rearrange the dialogue. Give a round of applause to the team that rearranges the dialogue correctly and quickly.

Listening & Speaking -

5 mins

1. Take roles and practise the dialogue with possible substitutions.

Speaking -

5 mins

1. Students take roles and practise the dialogue in pairs using possible substitutions.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Teacher
Situation: At the classroom
Purpose: PCT doesn't seem well. Teacher inquires about his/her health. PCT responds that he/she is not feeling well and says he/she wants to rest.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

മധുര കഴിയാൻ ആദ്യം?

ഈ കാര്യങ്ങൾ എന്തിന്

അങ്ങനെയൊക്കെ?

അല്ലെങ്കിൽ എന്തിനാണ്
കൊടുക്കുന്നത്.



Health

Competency : To describe one's emotional state

Situation : Host Family home/in the classroom

Dialogue I

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා : ඇති ප්‍රශ්නයක්ද? (Any problem?)</p> <p>කෝර් : මගේ හිතට හරි නෑ. (I am upset)</p> <p>ගුරුවරයා : ඇයි ? (Why?)</p> <p>කෝර් : මගේ පාත්තට සහිත නැහැ. (I was told that my father was ill)</p>	<p>- inquiring</p> <p>- giving information</p> <p>- inquiring</p> <p>- giving information</p>
<p>Grammar</p> <p>Reported Speech:</p> <p>S + කිව්වා. Subordinate clause + කියලා</p> <p>෧ form - (It seems)</p>	

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the reported speech to report personal details of some Sri Lankans
Teaching Point	Grammar: Reported Speech: S + කිවිම , Subordinate clause + කියලා
Materials needed	Picture dialogues, pictures, questionnaire

Procedure

1. Warm up/Review:

5 mins

Review noun cases - Direct & Dative.

2. Presentation:

15 mins

Present the grammar concept using a picture dialogue.



සම්පත් විද්‍යාලයේ සිටින එය site visit කියේ කොහොටද කියලා.

Tim කිව්වා ඉතරම් කියලා.

Elicit the rule and the meaning from the students and give adequate explanation regarding the reported speech.

3. Practice:

Listening -

10 mins

- Check understanding by reading out some correct/incorrect sentences and asking the students to say හරි or වැරදි.
- නොයෙල් ඇහුවා ඇතුරුවුණේ ගියා කියලා.
 - තිලන්ති වැමිගෙන් ඇහුවා මොන site visit ගියේ නොහොද කියලා.
 - තෙරේසා කීව්වා මට බඩගිනිද කියලා.
 - Technical Coordinator, traineesලට කීව්වා ඉස්සෙල්ලම technical session තියෙනවා කියලා.
 - ප්‍රේමසිරි නොයෙල්ට ඇහුවා ටවුමට යනවාද කියලා.
 - සමීපත් පියසේනට කීව්වා බත් කන්න කියලා.
 - ඔරුල්පු ටකර්ගෙන් ඇහුවා Site visit එක කොහොමද කියලා.
 - ටකර් ඔරුල්පුට ඇහුවා කෑම එයා කියලා.

Listening & Speaking -

20 mins

- Say some statements and questions randomly. Get the students to say ඇහුවා and කියලා accordingly.

Tr: කෑම කෑවාද?
Tr: කෑම කෑවා

Ss: ඇහුවා
Ss: කියලා

- Have a structure skeleton on the board and ask the students make reported speech sentences after listening to conversational exchanges.

Skeleton: සුනිල්, Tim ගෙන් ඇහුවා _____ කියලා.
Tim කීව්වා _____ කියලා.

Conversational Exchange: e.g.

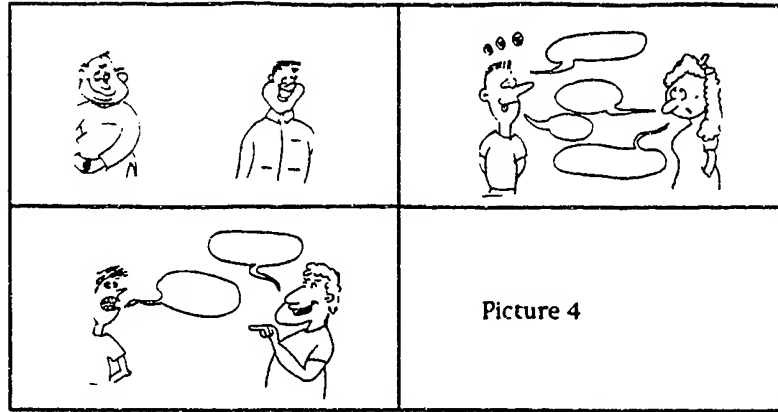
A: කොහොමද? B: වරදක් නෑ.

Students say: සුනිල්, Tim ගෙන් ඇහුවා කොහොමද කියලා.
Tim කීව්වා වරදක් නෑ කියලා.

Speaking -

15 mins

- Get some on the spot reporting by asking and answering questions.
- Draw some picture dialogues on a sheet of paper and give one sheet to each pair.



4. Application (use):

15 mins

Give a questionnaire in English. Ask the students to work in pairs and ask and answer questions. Later get them to report to the whole group using reported speech.

මම Mary ගෙන් ඇහුවා කියලා.
එයා මට කීවා කියලා.

5. Assessment (Task):

15 mins

Get the students find out some personal details of some Sri Lankans outside the classroom and report to the classroom.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Reported Speech:

The utterances that we report can be divided broadly into Statements, Requests/ Imperatives, Questions. In reporting each of these, the Main Clause and the Subordinate Clause are connected with -කියලා.

එයා මට කීවුවා ඔහු ගෙදර ඉන්නවා කියලා

He told me that he would be at home today.

එයා මගෙන් ඇහුවා ඇයි එන්නේ කියලා

He asked me why I am coming.

ඔයා sitevisit හිඟ් කොනාවද?

මානර්ට



The



22 3

506



508



10



22-1

510

LESSON PLAN II

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the grammar to report information
Teaching Point	Grammar: seem form - (It seems)
Materials needed	Picture dialogues, sentence strips, news items

Procedure

1. Warm up/Review:

5 mins

Review the reported speech.

2. Presentation:

10 mins

Present the form using a picture dialogue.



PD

TC

PD: අනුරාධපුරේ trip එකට Corey එනවා.

LC: ආ, ඇත්තද? හරි ඔව්ත්...



සම්පත්

හිලක්හි

- හිලක්හි : සම්පත් අද බෙහෙවින් කැමි කන්නේ නැතිවු.
 ගිහිකා : ඇයි?
 හිලක්හි : එයා වවුමට යන නිසා එහෙත් කනවු.

3. Practice:

Listening -

10 mins

- Read out correct/incorrect sentences. Students listen and say **කර්** or **වැරදි**.
 - කපිල Party එකට එන්නේ නැතිවු.
 - මයා යන්න කොහෙදවු.
 - මයා කැමි කන්නේ නැතිවු.
 - මේ සති අත්තේ ගුරුවරු කෙරෙ යනවු.
 - Elvis Presly මැරිලා නැතිවු.
 - සම්පත් සියතවා ඇරැල්ල මදිතවා සියලා.
 - මම යනවු.

Listening & Speaking -

10 mins

- Read out some sentences. Students listen and change them into reported speech.
 - අද දොස්තරලා strike.
 - හෙට curfew.
 - PDට අසනිපයි.
 - වවුමේ කඩ වහලා.
 - ලංකාවට Bill Clinton එනවා. etc....

Speaking -

10 mins

1. Write some possible rumors on strips of paper. Roll them give one set to each pair. Students take the strip and report it.

Ruby is coming tomorrow

Dr. Shiro is not coming this week

Bill Clinton is coming to Sri Lanka

Trainees cannot eat rice for all 3 meals

etc..

4. Application (use):

10 mins

Choose and cut some news articles from the newspaper and distribute them among the students. Ask them to report the headlines in simple Sinhala.

Warning If you feel this exercise would be a bit difficult for the students make your own news articles based on Peace Corps events.

5. Assessment (Task):

10 mins

Send the students to meet some Sri Lankans and ask them questions like the following and report them to the class.

- Whether he/has a girlfriend/boyfriend
- Whether his/her boss is crazy etc.....

6. Contingency Plan:

7. Comments/Self Evaluation

මං අද මෙහෙත්
කන්හෙ නෑ.

අයි?

ඔබ්බ යන නිසා පෙහෙත්
කන්නා.



515

25-A

എബ്രഹാമിന്റെ trip ലെവ Corey ലെ.

PD

എന്താ?



517

ආයි ප්‍රයෝජනයක්ද?

මගේ භික්ෂු

ආයි?

මගේ තාත්තට
සහිෂ්ඨ නොහැර



519



LESSON PLAN III

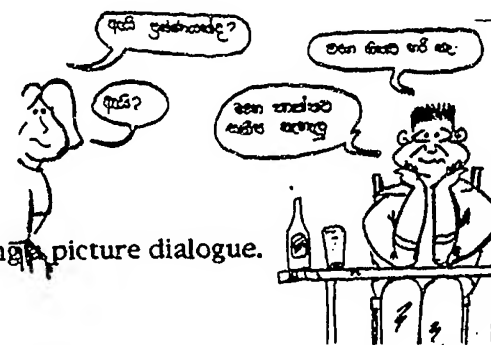
Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials-needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review:

2. Presentation:

Present the dialogue using a picture dialogue.



3. Practice:

Listening -

Read out the dialogue several times with possible substitutions.

Listening & Speaking -

Take roles and practise the dialogue with the students.

Speaking -

Students practise the dialogue in pairs with substitutions.


4. Application (use):

Change the dialogue into a role play and get the students act out.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

	<h2>Topic VII: Clothing</h2>
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Competencies		Page
(1)	To select clothing Dialogue I	01-08
(2)	To have an item of clothing made: Dialogue I	09-14

Clothing

Competency : To select clothing

Situation : in a store

Dialogue

Roles: PCT/Teacher	Functions
<p>පිල් : පෙරෙස්ල බලන්න පුළුවන්ද? (Can I have a look on these slippers?)</p> <p>කඩේ වැට්ටකරන : එන්න. සයිස් එක ජීසද? කෙනෙක් : (Come. What size do you wear?)</p> <p>පිල් : පහ (size five)</p> <p>කඩේ වැට්ටකරන : මොනකොටද? කෙනෙක් : (Which color do you want?)</p> <p>පිල් : කළු හරි හුණු හරි (Black or brown)</p>	<ul style="list-style-type: none"> - asking for permission - giving permission & inquiring - giving information - asking for information - expressing needs
<p>Vocabulary</p> <p>colors: කළු රතු පැස් නිල් පහ හුණු</p> <p>Grammar</p> <p>Question word stem + object + ද?</p> <p>Phrase: Noun + හරි + Noun + හරි (either/or)</p>	

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to describe the items of clothing that the teachers are wearing using colors
Teaching Point	Vocabulary: colors: ଲାଲ୍, ନୀଳ, ହଳଦିଆ, କଳା, ଗାଢ଼ା, ଗୁଳିଆ
Materials needed	Cuisenaire rods, articles of clothing, Grid,

Procedure

1. Warm up/Review: 5 mins

Review items of clothing

2. Presentation: 10 mins

Present the vocabulary using Cuisenaire rods or color rounds.

3. Practice:

Listening - 5 mins

1. Give sets of rods to students and ask them to show the color you say.

Listening & Speaking - 10 mins

1. Bring in clothing items in different colors. Place them on the table so that everyone can see. Get the students to say the color when you say the name of the clothing item.

Tr: ଲାଲ୍

Ss: ନୀଳ ଗାଢ଼ା

Tr: ହଳଦିଆ

Ss: କଳା ଗାଢ଼ା etc..

Speaking - 20 mins

1. Students work in pairs. One student shows the rods and the other says the names using the given set of rods of all colors.

2. Make the following grid on the board.

Student's Name	Clothing needs	Color

Fill in all the students' names in the first column. Ask each student "ඔබට මොනවද හිතේ". When the student responds, draw in the article of clothing (or attach a picture of that article of clothing) in the second box next to the student's name. Then ask "භාව මොනදද?" and using colored pens or attaching a small strip of colored paper, fill in the third column based on the student's response. After completion of the grid, students work in pairs and practice the following dialogue with relevant substitutions.

Student A: ටීෂට් හිතේ මොනදද?

Student B: ටීෂට් කලියමක් හිතේ.

Student A: ටීෂට් හිතේ භාව මොනදද?

Student A: එයාට රතුසාව කලියමක් හිතේ.

4. Application (use):

10 mins

Introduce ඇඳගෙන ඉන්නවා

Students work in pairs and describe the items of clothing that everyone in the classroom is wearing.(including the teacher)

e.g. සමසන් තීල් භාව කහිසෙකුයි කලුසාව කලියමකුයි ඇඳගෙන ඉන්නවා. etc..

5. Assessment (Task):

10 mins

Send the students to find out what the teachers are wearing and ask them to report using the above example.

6. Contingency Plan:

Fortune Teller:

Make a spinning board using all the colors. Prepare a set of forecasts for each color. Ask the students to sit in a circle and spin the board one by one. When it stops at a particular color ask them to say it aloud so that you would be able to read the fortune belonging to that color.

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the grammar in a given role play exercise
Teaching Point	Grammar: Question word stem + object + ද?
Materials needed	Picture dialogue, listening grid, speaking chart, role play cards

Procedure

1. Warm up/Review:

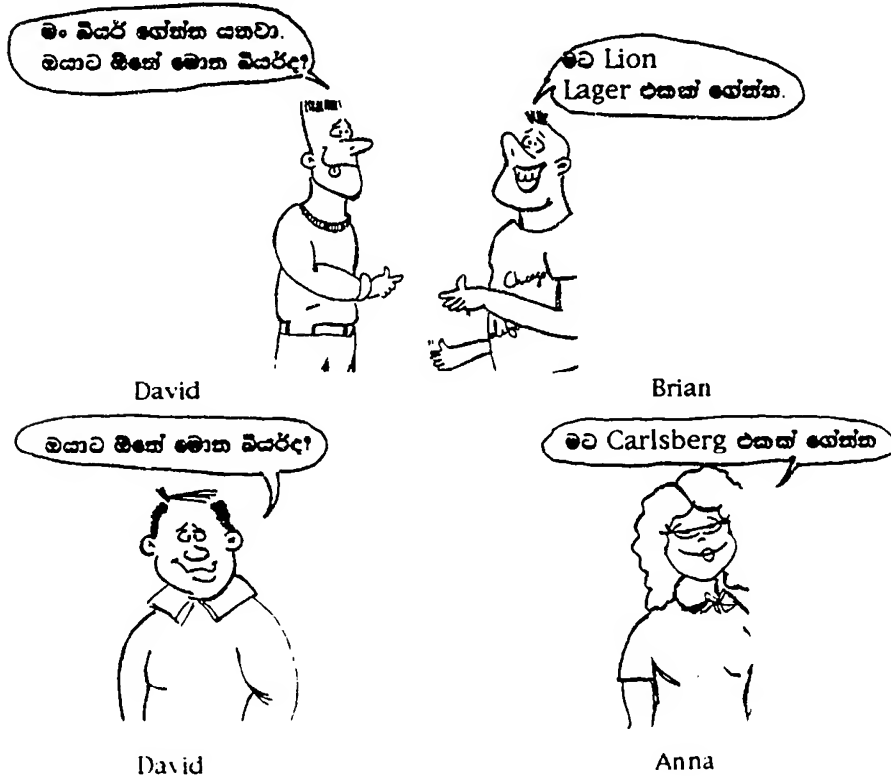
5 mins

Review question words.

2. Presentation:

10 mins

Present the grammar using a picture dialogue.



3. Practice:

Listening -

10 mins

1. Make a chart of possible answers to the following Yes/No questions and get the students write the question number in front of the correct answer from the chart.

Question Number	Answer
	රතු පාට කමිසයක්
	ලයන් ලාගර් බියර්
	දුම්රිය පාට සපත්තු
	Italian කෑම
	Intercity බස් එකක්

Questions:

1. එය ගත්තේ මොන පාට සපත්තුද?
2. එය බේරි මොන බියර්ද?
3. එය කැවී මොන කෑමද?
4. එය ආවේ මොන බස්එකක්ද?
5. එය ඇඳගෙන ගිවිසේ මොන පාට කමිසයක්ද?

Listening & Speaking -

10 mins

1. Change the above activity to a Listening & Speaking by you saying the answers and asking the students to say the question forms.

Tr: රතුපාට කමිසයක්

Ss: මොන පාටද? etc..

Speaking -

10 mins

1. Ask the students to get into pairs and practice the following dialogue using the substitutions given.

Student A: ඔය වවුමට ගිහික් (a)ගත්තේ මොනවද?

Student B: (b)ගවුමක්

Student A: මොන (b)සාව ගවුමක් ද?

Student : (c)සිල් පාට (b)ගවුමක්

a

b

c

බේරි

බියර්

Lion Lager

කැවී

කෑම

Chinese

ගත්තේ

සපත්තු

Leather

බැලුවේ

film එකක්

හින්දි

4. Application (use):

15 mins

4. Application (use):

15 mins

Role Play:

Roles: PCT/Host family members

Situation:  At the host family

Purpose: PCT has decided to give gifts to everyone at the host family. He/She asks everyone at the host family what they want and what color and/or what kind that they want. Host family members respond.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Question Word Stem + Noun:

When the Question word Stem -මොන is used in front of the Noun it expresses the meaning 'Which + Noun' in English.

මොන පිනේ මොන බිබර්ද?

What/Which beer do you want?

මොන යන්තේ මොන බස් එනේද?

Which bus are you taking?



මං බියර් ගේන්න යනවා
ඔයාට ඕනෙ මොන බියර්ද?

මට Lion lager
පුනත් ගේන්න.

මං
බියර්

ඔයාර ඩිනෙ ගොන නිසර්ද?

මම Carlsberg එකක්
ගේණි.



LESSON PLAN IV

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play exercise
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips, role play cards

Procedure

1. Warm up/Review: 5 mins

Review all relevant vocabulary and grammar structures.

2. Presentation: 10 mins

Cut up the dialogue into strips and give one strip to each student. Ask the students read and stand in the logical order of the dialogue.

Present the dialogue using a picture.



3. Practice:

Listening -

5 mins

Read out the dialogue several times using possible substitutions. Students listen and identify the used substitutions.

Listening & Speaking -

5 mins

Take roles and practice the dialogue with the students.

Speaking -

10 mins

Students practice the dialogue in pairs using the substitutions.

4. Application (use):

15 mins

Role Play:

Roles: PCT/Salesman

Situation: At the shop

Purpose: PCT wants to buy a new shirt and pair of trousers/a blouse material and a saree. He/She goes to a shop inquires and looks at some but refuses saying the colors are not good. He/She goes to another shop where he/she finds the right ones. He/She asks prices, bargains, and buys the items of clothing.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



සෙරෙස්සු බලන්න
පුලුවන්ද?

එන්න. සයිස් එක
කියව්වද?

ඊහ

මොන පාරද?

කලු හරි දුඹුරු හරි

Clothing

Competency : To have an item of clothing made

Situation : in a store

Dialogue

Roles: PCT/Dressmaker, Tailor	Functions
<p>පිල් : මට ගවුමක් සකස් කර ගන්න. සිදුවන්නද? (I want to have a dress made. Can you do it?)</p>	<p>- inquiring</p>
<p>ඇයි මහන එක්කෙනා : කවද වර්ග ගන්නද? (When do you need it?)</p>	<p>- giving permission & inquiring</p>
<p>පිල් : දවස් තුනකින් වර්ග. (By about three days)</p>	<p>- giving information</p>
<p>ඇයි මහන එක්කෙනා : සැමානෙකින් ගත්තොත් මදිද? (Is it too long to get it after week?)</p>	<p>- suggesting</p>
<p>පිල් : කමක් නෑ. (o.k.)</p>	<p>- agreeing</p>
<p>Grammar</p> <p>S(Dative) + Verb (infinitive) + ගන්න</p>	

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out what SL staff want to do on poya day.
Teaching Point	Grammar: S(Dative)+Verb(infinitive)+ සිනෙ
Materials needed	Picture dialogues, paper strips, MCQ charts, role play cards

Procedure

1. Warm up/Review:

5 mins

Review infinitive form of the verb and Noun genitive case.

2. Presentation:

15 mins

Present the concept using a picture dialogue.



Present more examples which would illustrate the meaning of the grammar point. Elicit the rule and meaning from the students.

3. Practice:

Listening -

15 mins

1. බිල්ල අයවීමේදී එයාට

- කන්න සිනෙ
- අරක්කු බොන්න සිනෙ
- බෙහෙත් බොන්න සිනෙ

- | | | |
|----|-------------------------|--|
| 2. | මාළුව මතක්කරයි. එයාට | a. කන්න මිනෙ
b. කේ බොන්න මිනෙ
c. තිදාගන්න මිනෙ |
| 3. | කාමරුව සන්නේසයි. එයාට | a. කටන්න මිනෙ
b. තිදාගන්න මිනෙ
c. දුවන්න මිනෙ |
| 4. | මට පැනක් දෙකවද? ඇයි? මට | a. කන්න මිනෙ
b. ලියුමක් ලියන්න මිනෙ
c. පත්තරයක් බලන්න මිනෙ |

Listening & Speaking -

10 mins

- Students listen to the description and suggest course of action using the structure.

- මයාට අසනීපයි. මයාට කරන්න මිනෙ මොනවද?
- මයාට ගොඩක් සන්නේසයි. මයාට කරන්න මිනෙ මොනවද?
- මයාට ගොඩක් බඩගිනියි. මයාට කන්න මිනෙ මොනවද?
- මයාට ගොඩක් තිබහයි. මයාට බොන්න මිනෙ මොනවද?
- මයාට ගොඩක් තරහයි. මයාට කරන්න මිනෙ මොනවද?

Speaking -

10 mins

- Write some clues on paper strips and make sets. Give one set to each pair and ask students practise speaking.

Clues:

- what do you want to play?
- what do you want to watch on TV?
- where do you want to go for vacation
- where do you want to live in Sri Lanka?
- where do you want to live in the U.S.?
- who do you want to meet in Hollywood?
- what do you want to eat in McDonalds?

4. Application (use):

10 mins

Role Play:

Roles: PCT/Host Sister
 Situation: At the host family
 Purpose: PCT wants to know what her would want to do on her birthday. Host sister responds.

5. Assessment (Task):

10 mins

Send the students to find out what the Sri Lankan staff would do on Poya days.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

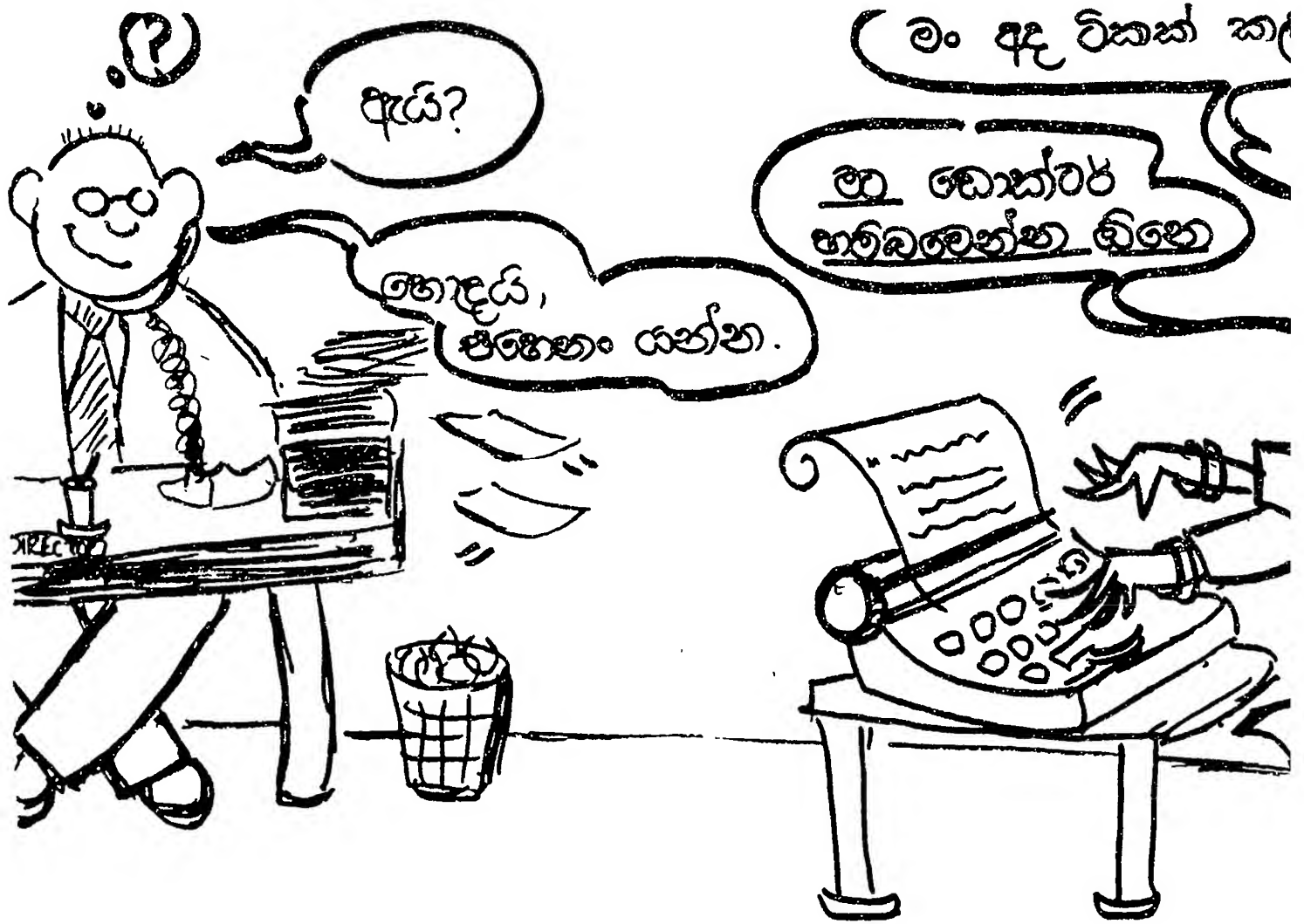
Verb Infinitive + හිතේ :

හිතේ can be used with a dependent Verb. Here, the verb would take the Infinitive form and it expresses the meaning 'want to + Verb'.

මට කොළඹට යන්න හිතේ I want to go to Colombo.

These sentences negated using හිතේ නැ.

මට මෙතේ ඉන්න හිතේ නැ I don't want to be here.



LESSON PLAN II

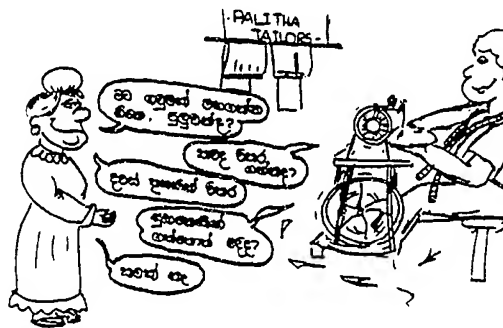
Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review: 5 mins

Review items of clothing, and all other relevant vocabulary.

2. Presentation: 5 mins



Present the dialogue using a picture depicting a tailor shop.

3. Practice:

Listening -

5 mins

Read out the dialogue with substitutions and ask the students to find out the substituted words.

Listening & Speaking -

5 mins

Take roles and practice the dialogue using relevant substitutions.

Speaking -

10 mins

Students take roles and practice the dialogue using the substitutions that they learnt from the previous exercise.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Tailor

Situation: At a tailor's shop

Purpose: PCT wants a item of clothing made. He/She goes to the tailor's shop and inquires details on how much cloth is needed, the charge, and when it would be finished etc. The tailor responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



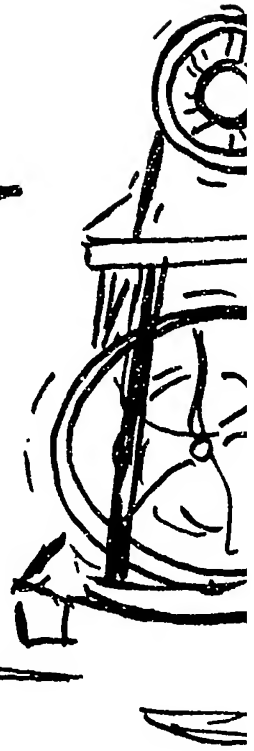
මට ග්‍රෑමක් මහගන්න
විනේ, පුලුවන්ද?

කාලද විතර
ගන්නද?

දිවස් තුනකින් විතර

සුභලාභිනීන්
ගත්තොත් මදිද?

කමක් නෑ.



H

Topic VIII: Shopping

Competencies

Page

(1) To ask for availability:
Dialogue I

01-08

(2) To bargain:
Dialogue I

09-14

Shopping

Competency : To ask for availability

Situation : In a store/kaDee

Dialogue

Roles: PCT/Salesman	Functions
<p>ප්‍ර : සත්‍යයේ සබං තියෙන්නද?</p> <p>බුද්ධාලි : සබං හැ. ඊක්කෝ තියෙන්නවා. දෙන්නද?</p> <p>ප්‍ර : ඊක්කෝ එයා.</p>	<ul style="list-style-type: none"> - asking for availability - giving information & inquiring needs - expressing needs
<p>Vocabulary</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>සබං ගිනිපෙට්ටි ඉටිපන්දං</p> </div> <div style="text-align: center;"> <p>සිකි කිරිපිටි තේ කොළ හතුරු</p> </div> </div> <p>Grammar</p> <p>N + තියෙන්නවා</p> <p>N + හැ</p> <p>N + තියෙන්නද?</p>	

LESSON PLAN I

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items in a given role play.
Teaching Point	Vocabulary: සබං, පිහි, හතුරු, හේ, කොළ, නිසිපිටි, ඉටිසන්දං, හිනිසෙට්ටි
Materials needed	Realia, role play cards

Procedure

1. Warm up/Review: 5 mins

Explain the cultural norms of shopping in Sri Lanka.

2. Presentation: 10 mins

Present the vocabulary items using realia.

3. Practice:

Listening - 10 mins

- Check understanding by asking the students to come forward one by one and point to the items when you say the names
- Distribute the items among the students and ask them to give the correct item when you request saying මම දෙන්න.

Listening & Speaking - 5 mins

- Give a clue and get the students to say the vocabulary item.

Tr: රුද්දි හෝදනවා
Tr: රැ
Tr: පිහරට
Tr: හේ

Ss: සබං
Ss:
Ss:
Ss: etc..

Speaking - 10 mins

- Get the students to practise the vocabulary using the following dialogue format.

PCT: මම (a) ... දෙන්න

Shop Keeper: මෙන්න.
Use the following phrases for blank (a)

- රෝ කොළ 500ක්
- පිහි කිලෝ එකක්
- ලක්දෙණි පැකට් එකක්
- ඉට්පන්දම් දෙකක්
- කෝපි පැකට් එකක්
- හඟුරු බැයක් (500ක්)
- ඇත්තර් පැකට් එකක් etc..

4. Application (use):

15 mins

Role Play:

Roles: PCT/Host mother
Situation: At the host family
Purpose: PCT is preparing to go to town. Host mother asks whether she could buy the following items from the town. PCT agrees to buy them asking the quantity of each item. (කොට්ටරක්ද, කීයක්ද).

- | | |
|------------|-------------------|
| - sugar | 2 kgs |
| - tea | 250 grams |
| - candles | 5 |
| - Lakspray | 2 packets |
| - matches | 2 boxes |
| - soap | 1 Sunlight, 1 Lux |

5. Assessment (Task):

Ask the students to find out the names of some other provisions and how they are sold.

e.g. salt	in packets
coconut oil	bottle, kgs

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the grammar structure to find out the availability of some facilities in the town they now live in.
Teaching Point	Grammar: N + තියෙනවා/කැ N + තියෙනවද?
Materials needed	Pictures, model dialogue sheets

Procedure

1. Warm up/Review:

5 mins

Review the structure තියෙනවද. ඉන්නවද in expressing possessions.

2. Presentation:

10 mins

Present the structure using two pictures and constructing affirmative, negative statements and Yes/No questions. e.g. සමසර්ගේ කාමරේ ටී.වී.එක්ක තියෙනවා. සමසර්ගේ කාමරේ පොත් කැ. ගිහිකාගේ කාමරේ beer තියෙනවා etc..

Picture showing a room

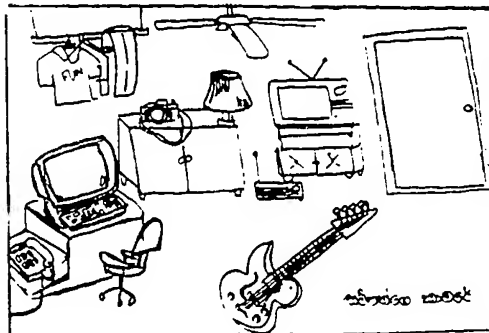
- a TV
- a camera
- a telephone
- a fan
- a radio
- clothes
- a computer etc

සමසර්ගේ කාමරේ

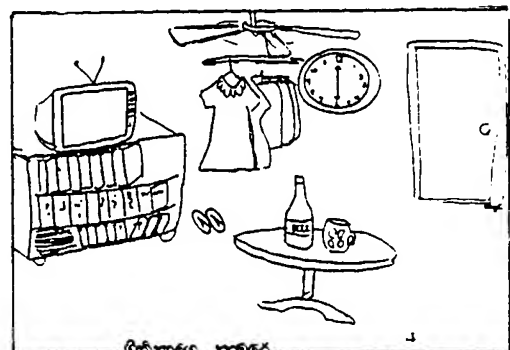
Picture showing another person's room

- a TV
- a fan
- clothes
- lot of books
- a wall clock
- beer etc.

ගිහිකාගේ කාමරේ



Topic: Shopping



3. Practice:

Listening -

5 mins

1. Ask yes/no questions like the following. Students respond.

- සමයක්ගේ කාමරේ ටී.වී.එක් තියෙනවද?
- සමයක්ගේ කාමරේ fan එක් තියෙනවද?
- සමයක්ගේ කාමරේ පොත් තියෙනවද?
- ගිජිකාගේ කාමරේ beer තියෙනවද?
- ගිජිකාගේ කාමරේ computer එක් තියෙනවද? etc.

Listening & Speaking -

10 mins

1. Show one of the pictures and say first part of the sentence and the students complete the sentence using *තියෙනවා/නෑ*.

Tr:	සමයක්ගේ කාමරේ ටී.වී.එක්	Ss:	තියෙනවා
Tr:	සමයක්ගේ කාමරේ beer	Ss:	නෑ
Tr:	සමයක්ගේ කාමරේ fan එක්	Ss:	..... etc..

Speaking -

15 mins

1. Ask the students to practise the following dialogue using substitutions.

Student A: හුවර (a) (සුස්තකාලයක්) තියෙනවද?

Student B: ඔව්, තියෙනවා

Student A: තියෙන්නේ කොතෙද?

Student B: (b) ඔහු එක් ලක

(a)

(b)

Park එක්
ස්ටේෂන්

වැඩ ලක
තැපැල් කන්තෝරුව
ඉස්සරහ
නෑ etc.

Disco එක්

4. Application (use):

10 mins

Students talk about the availability of the following facilities in their home town. (If the students have seen their sites at this point, get them to talk about them).

- whether there is a railway station
- whether there are mosquitoes
- whether there is a disco etc

5. Assessment (Task):

10 mins

Send the students to talk to the Sri Lankans and find out whether there is a disco and a sauna in the town where the training is held.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Irregular Verb - තියෙන්නවා :

When subject of තියෙන්නවා is a Noun in its Indefinite form the meaning is 'there is' or 'there are'.

සබන් තියෙන්නවා

There is soap.

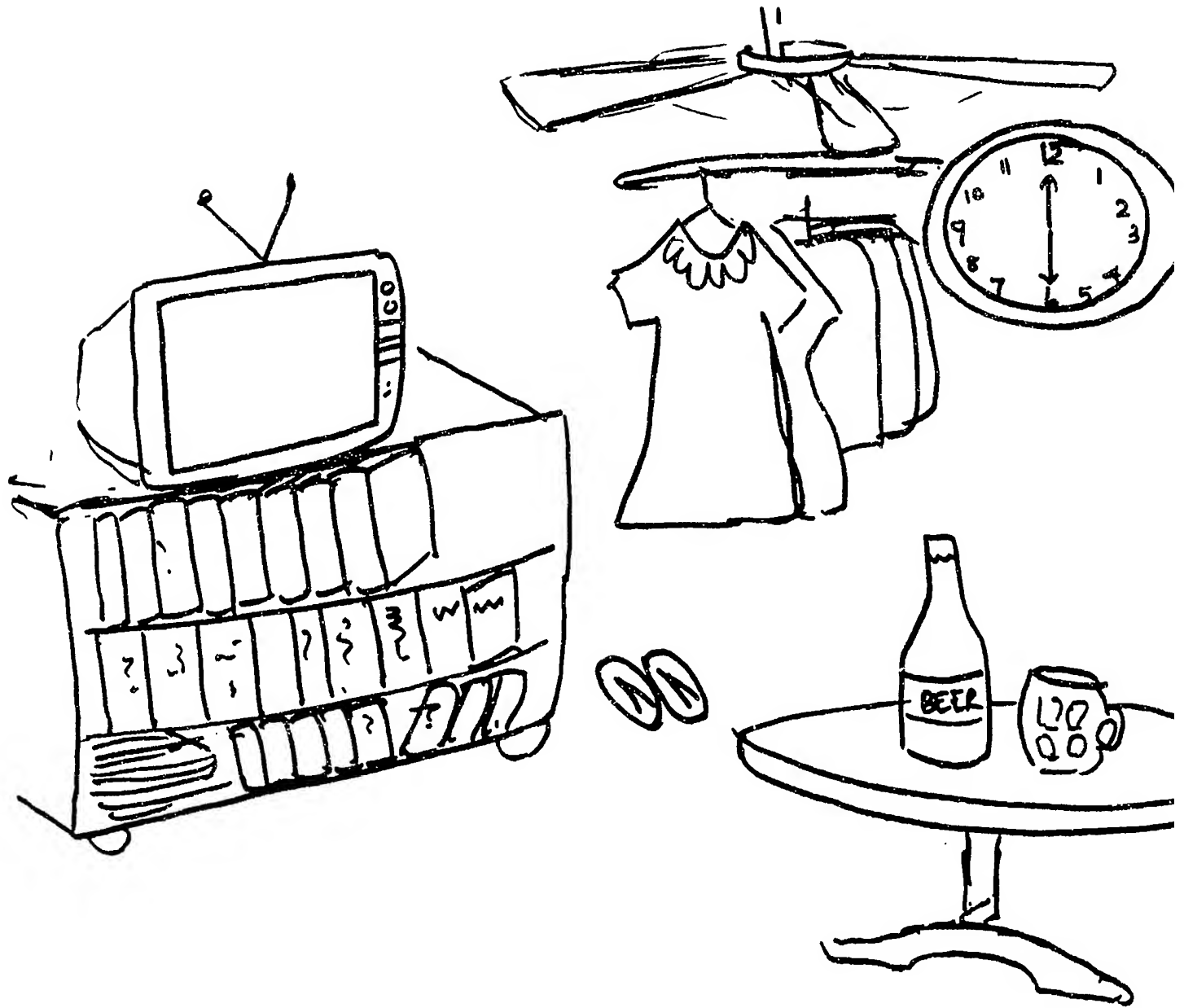
ඉංග්‍රීසි පොත් තියෙන්නවාද?

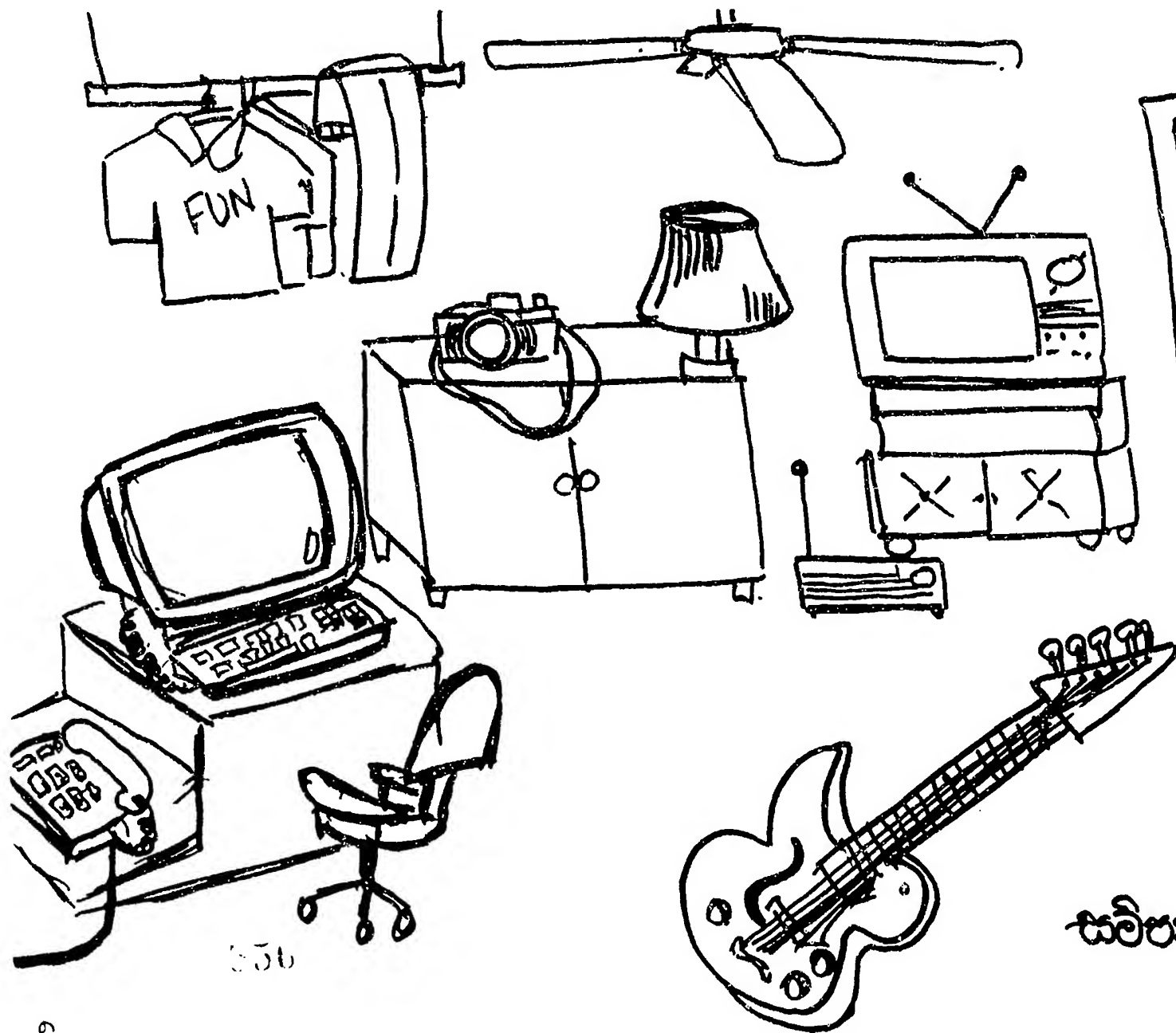
Are there/Have you got any English books?

The negative of තියෙන්නවා is නැ.

රික්සෝ නැ

There is no Rinso.





556

556

LESSON PLAN III

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue format to find out availability of some given items
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review: 5 mins

Review all necessary grammar and vocabulary.

2. Presentation: 5 mins

Introduce the dialogue using a picture depicting a scene of a shop.



3. Practice:

Listening -

5 mins

1. Read out the dialogue substituting new vocabulary. Ask the students to listen and note down the new words used.

Listening & Speaking -

5 mins

1. Take roles and practise the dialogue with the students. (use the vocabulary items learned in the previous lesson).

Speaking -

5 mins

1. Students practise the dialogue in pairs. Ask them to use new vocabulary items.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Shopkeeper

Situation: At the shop

Purpose: PCT wants find out the availability of some grocery items and provisions. Shopkeeper responds accordingly.

5. Assessment (Task):

15 mins

Give a list of items and send the students to a near by shop and ask them find out the availability of those items.

6. Contingency Plan:

7. Comments/Self Evaluation



Shopping

Competency : To bargain

Situation : At a road-side stall

Dialogue

Roles: PCT/Vendor	Functions															
<p>පිම් : මේ පැයොල් ගෙඩිය තියද?</p> <p>පුද්ලාලි : අවන් දෙන්න.</p> <p>පිම් : අයෝ ගණන් වැඩිසි. අඩු කරන්න. අතින් එක ඉදිලාත් කැ.</p> <p>පුද්ලාලි : හතයි පහහත් දෙන්න.</p>	<p>- inquiring</p> <p>- giving information</p> <p>- bargaining</p> <p>- responding</p>															
<p>Vocabulary</p> <table> <tr> <td>පැයොල්</td><td>ගෙඩිය</td><td>ඉදිලා</td></tr> <tr> <td>අම්</td><td>කැල්ලක්</td><td>පැතිලා</td></tr> <tr> <td>අත්තායි</td><td>බැයක්</td><td>අමුසි</td></tr> <tr> <td>දෙවම</td><td>ලෙල්ල</td><td>කරක්වෙලා</td></tr> <tr> <td>පෙර</td><td></td><td></td></tr> </table> <p>Phrases</p> <p>ගණන් වැඩිසි අඩු කරන්න</p> <p>Discourse Markers</p> <p>අතින් එක</p>		පැයොල්	ගෙඩිය	ඉදිලා	අම්	කැල්ලක්	පැතිලා	අත්තායි	බැයක්	අමුසි	දෙවම	ලෙල්ල	කරක්වෙලා	පෙර		
පැයොල්	ගෙඩිය	ඉදිලා														
අම්	කැල්ලක්	පැතිලා														
අත්තායි	බැයක්	අමුසි														
දෙවම	ලෙල්ල	කරක්වෙලා														
පෙර																

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the the lesson the students will be able to use the new words in a given role play
Teaching Point	Vocabulary: පැපොල් ගෙඩිය ඉදිලා අඹ කැල්ලක් පැහිලා අක්කායි බැසක් අඹුයි දෙවිමි ලෙල්ල කරක්වෙලා පේර
Materials needed	Realia, listening grids, role play cards

Procedure

1. Warm up/Review:

Review the previous lesson.

2. Presentation:

15 mins

Introduce the vocabulary පැපොල් අඹ අක්කායි දෙවිමි පේර using realia.

Introduce ගෙඩිය කැල්ලක් බැසක් ලෙල්ල by cutting and peeling the papaya and the banana.

Introduce ඉදිලා, පැහිලා, අඹුයි, කරක්වෙලා using fruits.

3. Practice:

Listening -

20 mins

1. Place the fruits on a table and ask the students give you the correct item when you ask for it.
2. Show them the fruit and say right/wrong names. Get the students to say හරි/වැරදියි.
3. Ask the students to listen to the passage and fill in the blanks by writing numbers and condition.

පාලිත ඊසේ කඩේ ගිහිල්ලා පලතුරු ගත්තා. එයා පැපොල් ගෙඩි දෙකකුයි අඹ ගෙඩි පහකුයි දොඩම් ගෙඩියකුයි අන්නායි ගෙඩියකුයි ගත්තා නමුත් සේර අමු නිසා එයා ගත්තේ නෑ. අඹවලින් ගෙඩි තුනක් ඉදිලා දෙකක් අමුයි. අන්නායි ගෙඩිය කරක්වෙලා. දොඩම් ගෙඩිය ඉදිලා නෑ නමුත් පැහිලා.

Name of the fruit	Number bought	Condition

Listening & Speaking -

10 mins

- Get the students to answer questions like the following based on the passage.

- පාලිත අඹගෙඩි කීයක් ගත්තද?
- එයා අන්නායි ගෙඩි කීයක් ගත්තද?
- අන්නායි ගෙඩිය කොහොමද?
- පැපොල් ගෙඩිය කොහොමද?
- කරක්ලත් මොකවිද? etc..

Speaking -

10 mins

- Student come forward one by one and describe the fruits according to the model.

- මේක අඹ ගෙඩියක්. මේක ඉදිලා.
- මේක අන්නායි ගෙඩියක්. මේක ඉදිලා නෑ නමුත් පැහිලා. etc..

4. Application (use):

15 mins

Role Play:

Roles: PCT/Vendor

Situation: At a roadside stall

Purpose: PCT is trying buy some fruits He/She chooses and comments on the fruits that the vendor has by saying:

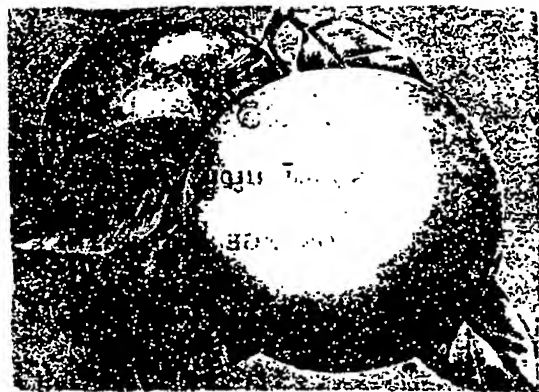
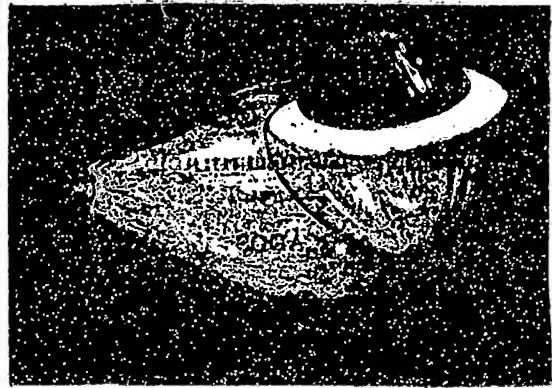
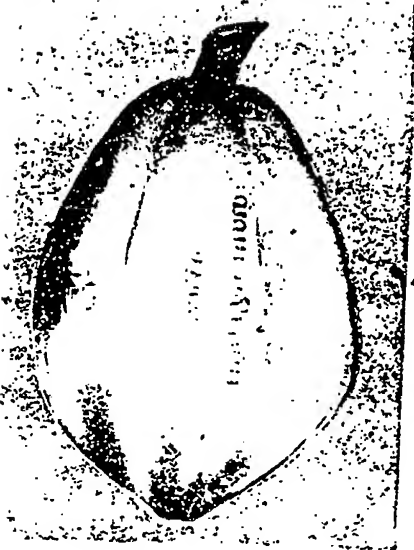
මේ අඹ පැහිලුද?, මේක එයා වෙත එක ත් දෙන්න etc.

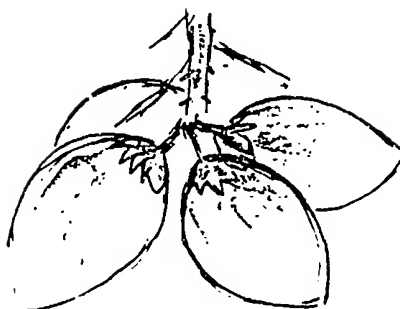
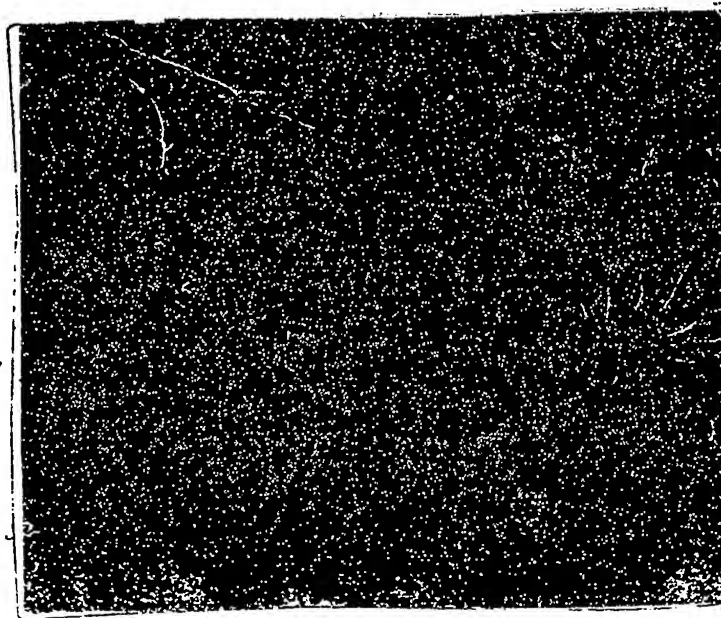
5. Assessment (Task):

Ask the students use the new phrases when buying fruits.

6. Contingency Plan:

7. Comments/Self Evaluation





LESSON PLAN II

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the dialogue to bargain and buy fruits at the market
Teaching Point	Dialogue
Materials needed	Picture dialogue, listening grids, role play cards

Procedure

1. Warm up/Review:

5 mins

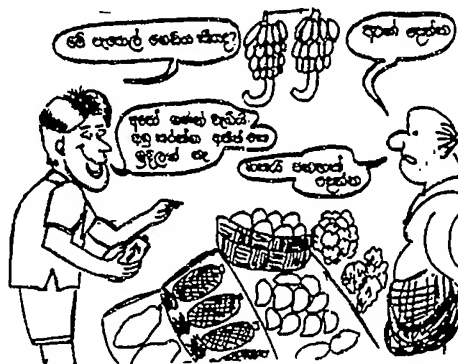
Review necessary vocabulary and grammar.

2. Presentation:

10 mins

Introduce ගණ. වැඩිදි and අඩුකරන්න using the context of the dialogue.

Introduce the dialogue using a picture of a roadside stall with the vendor.



3. Practice:

Listening -

10 mins

- Put up a price list on the board. Students listen to the dialogue with substitutions and mark whether the prices of the fruits are too much or not too much.

Item	Price
අඹ	4.00
අක්කායි	18.00
පැපොල්	20.00
දොඩම්	17.00
පෙර	2.00

නම	ගණං වැඩිපි	ගණං වැඩි කෑ
අම්		
අත්තාපි		
පැපොල්		
දොඩම්		
පෙර		

Listening & Speaking -

10 mins

1. Use the same price list and say prices. Students comment.

Tr: අත්තාපි ගෙඩියක් රුපියල් 40යි

Ss: අපොයි..ගණං වැඩිපි.

Tr: අම් ගෙඩියක් රුපියල් 3යි

Ss: හොඳයි දෙන්න.

Speaking -

10 mins

1. Student take roles and practise the dialogue using the price list.

4. Application (use):

10 mins

Design a role play on this and administer.

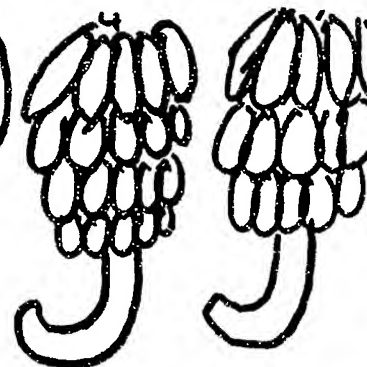
5. Assessment (Task):

Send the students to the town with a list of items to buy. Ask them to bargain when buying.

6. Contingency Plan:

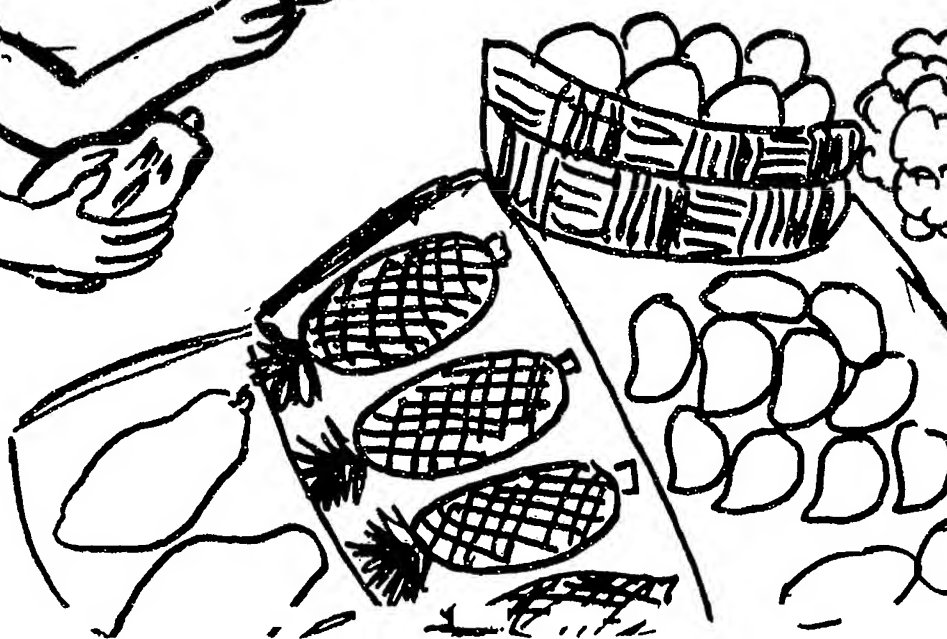
7. Comments/Self Evaluation


මේ ඇහෙල් ගෙඩිය කියද?



අපේ ගෙණු වැඩිය.
අඩු කරන්න. අතින් එක
ඉදිලක් නැ.

මාතර් පනහ
පදු



	<h2>Topic IX: Directions</h2>
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Competencies	Page
(1) To ask for and give location of buildings: Dialogue I	01-08
(2) To ask for and give directions: Dialogue I	09-14

Directions

Competency : To ask for and give locations of buildings

Situation : On the street

Dialogue

Roles: PCT/Passerby	Functions																		
<p>පි : එම තැපැල් කන්තෝරුව තිබෙන්නේ කොතෙද?</p> <p>පා : බැංකුව ඉස්සරහ.</p> <p>පි : ඔබතොම ස්තූතියි.</p>	<p>- asking locations</p> <p>- giving information</p> <p>- expressing gratitude</p>																		
<p>Vocabulary</p> <table> <tr> <td>බැංකුව</td><td>ඉස්සරහ</td></tr> <tr> <td>තැපැල් කන්තෝරුව</td><td>පිටිවස්සේ</td></tr> <tr> <td>ඉස්සරහේ</td><td>ලහ</td></tr> <tr> <td>පල්ලිය</td><td>මැද</td></tr> <tr> <td>පන්සල</td><td>අසිනේ</td></tr> <tr> <td>පුස්තකාල</td><td>අතර</td></tr> <tr> <td>ස්වෛෂ්ඨ</td><td>කොතේ</td></tr> <tr> <td>සෙල්ලං පිටිවහිය</td><td></td></tr> <tr> <td>සමුපකාර</td><td></td></tr> </table> <p>Grammar</p> <p>Noun+ post position</p>		බැංකුව	ඉස්සරහ	තැපැල් කන්තෝරුව	පිටිවස්සේ	ඉස්සරහේ	ලහ	පල්ලිය	මැද	පන්සල	අසිනේ	පුස්තකාල	අතර	ස්වෛෂ්ඨ	කොතේ	සෙල්ලං පිටිවහිය		සමුපකාර	
බැංකුව	ඉස්සරහ																		
තැපැල් කන්තෝරුව	පිටිවස්සේ																		
ඉස්සරහේ	ලහ																		
පල්ලිය	මැද																		
පන්සල	අසිනේ																		
පුස්තකාල	අතර																		
ස්වෛෂ්ඨ	කොතේ																		
සෙල්ලං පිටිවහිය																			
සමුපකාර																			

LESSON PLAN I

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out whether the learnt buildings and locations are there in the town
Teaching Point	Vocabulary: බැංකුව තැපැල් කන්තෝරුව ඉස්කෝලේ පල්ලිය පක්සල පුස්තකාලේ ස්වෛඥ සෙල්ලං පිට්ටනිය සමුපකාරී
Materials needed	Models of buildings, pictures of buildings and locations, information chart

Procedure

1. Warm up/Review: 5 mins

Review nouns - singular and plural.

2. Presentation: 10 mins

Present the vocabulary items using model buildings.

3. Practice:

Listening - 20 mins

1. Show a model and say right/wrong names. Students say හරි/වැරදියි.
2. Say two or three buildings at a stretch. Students arrange the models accordingly. Do this activity individually.
3. Read out the following sentences in a moderate speed. Distribute the models among the students. Get them to show you correct one when they hear the word.

- ගිය ඉරිදි මානුෂි. ඉවැටුනි පල්ලියට ගියා.
- ප්‍රේමසිරි හොට බැංකුවට ගිහිල්ලා සල්ලි ගත්තවා.
- Traineesලා පෙරේදා පිට්ටනියේ සෙල්ලං කෙරුවා.
- සම්පත් එක අවුරුද්දේ විශ්ව විද්‍යාලේ යනවා.
- විශ්ව අසනිය නිසා එයා ඉස්පිරිනාලෙට ගියා.
- ඔයාලා aerogrammes ගත්ත තැපැල් කන්තෝරුවට යනවා.
- පෝස දවසට අපි පක්සල් යනවා.

- ගිය 24වැනිදා සම්පත් curfew passes ගන්න පොලිසියට ගියා.
- අපි සමුපකාරණ පරිස්සු ගන්නවා.
- ඊයේ තිවාඩු සිතා අපි ඉස්කෝලේ ගියේ නෑ.
- රත්නාසක නොනා පුස්තකාලේ වැඩ කරනවා.
- ආර් ස්ටේෂමට ගිහිල්ලා intercity train එකට ටිකට එකක් ගන්නා.

Listening & Speaking -

20 mins

1. Say a related sentence and students identify the building.

Tr: මට බුද්දර මිනේ.

Ss: එහෙනං කැපුල් කන්නොරුවට යන්න.

Tr: මට ඉගෙනගන්න මිනේ

Ss: එහෙනං ඉස්කෝලට යන්න.

2. Put the following chart on the board. Ask questions based on it. Students answer appropriately.

Places where Tom went last week	
Sunday	Church
Monday	Bank
Tuesday	University
Wednesday	Post Office
Thursday	Cooperative Shop
Friday	Library
Saturday	Play Ground

- ඉරිදා මොම ගියේ කොහෙද?
- සදුදා එක කැපුල් කන්නොරුවට ගියාද? එහෙනං. ගියේ කොහෙද? etc..

Speaking -

10 mins

1. Draw the buildings on a A4 size paper and cut them to make individual pictures. Make sets so that one pair receives one set. Students work in pairs. Student A picks up two buildings and reads the names aloud. Student B makes a sentence using past participles.

Student A: බැංකුව. ගෙදර

Student B: මං බැංකුවට ගිහිල්ලා ගෙදර ගියා.

4. Application (use):

15 mins

Students draw a simple map of their village and mark available buildings on it. Then they work in pairs and ask and answer questions like the following.

Student A: ඔයාගේ ගමේ පන්සලක් තියෙනවද?

Student B: ඔව් තියෙනවා. ඔයාගේ ගමේ පන්සලක් තියෙනවද?

Student B: නෑ. ඔයේ ගමේ පන්සලක් නෑ.

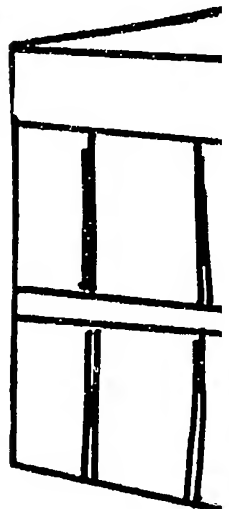
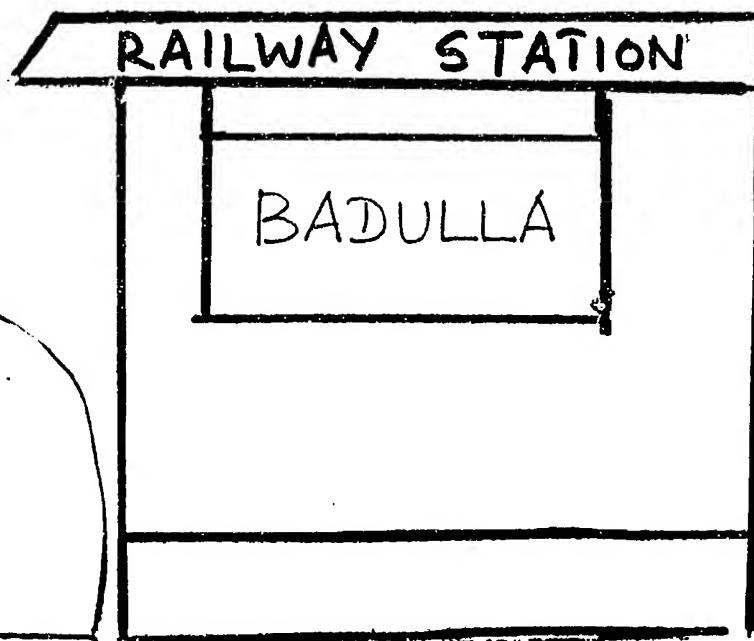
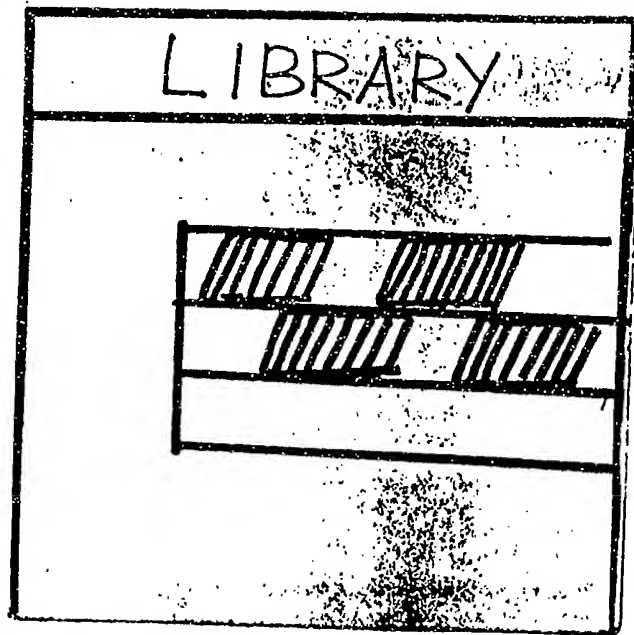
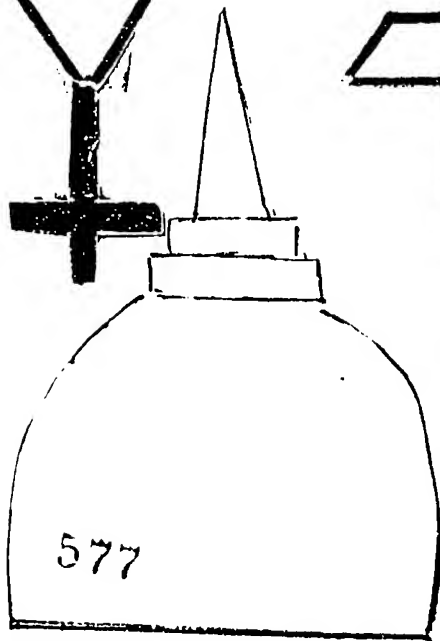
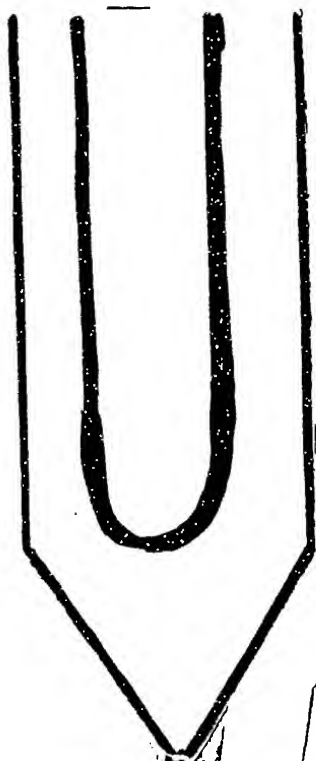
5. Assessment (Task):

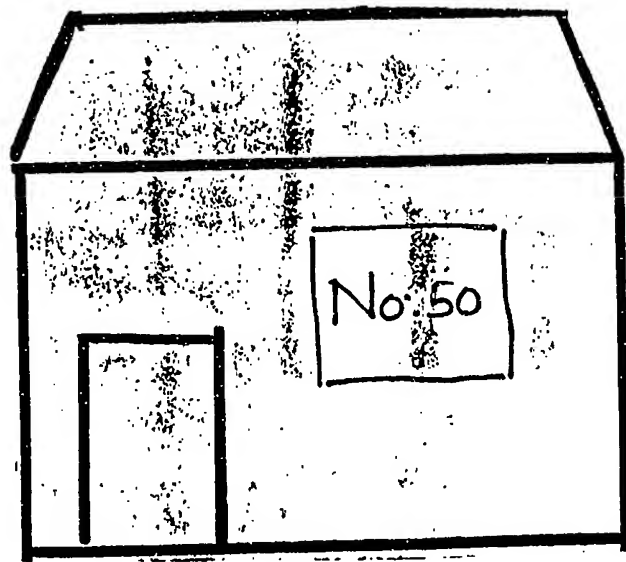
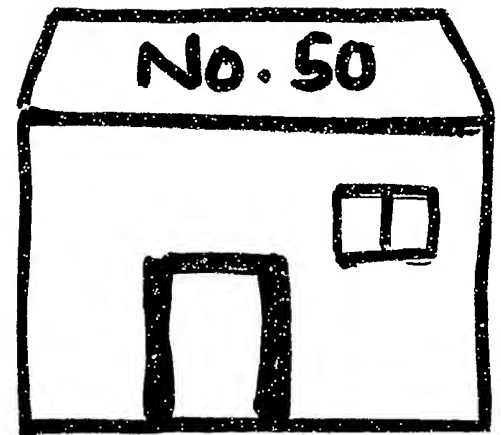
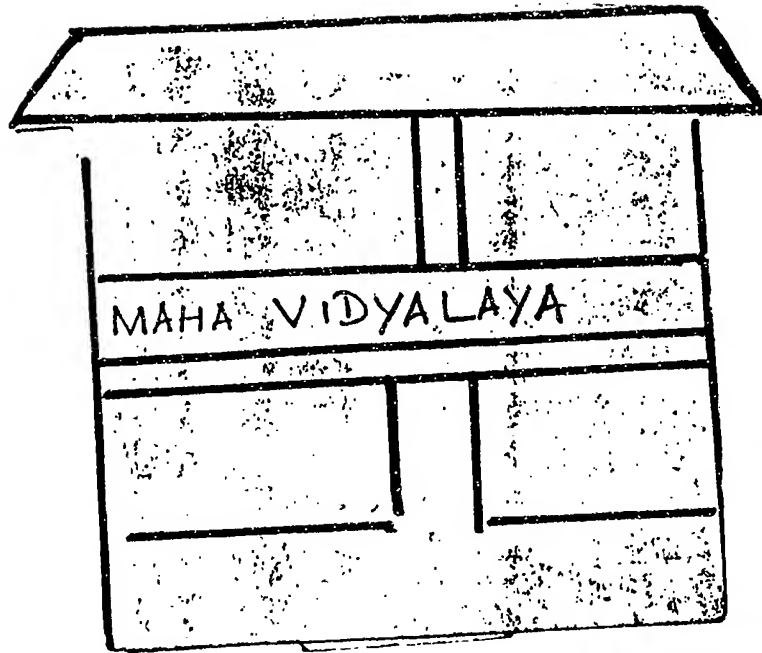
10 mins

Send the students to meet some Sri Lankans and find out whether the learnt locations are there in the town where the training is held.

6. Contingency Plan:

7. Comments/Self Evaluation





LESSON PLAN II

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the grammar and find out where some buildings are located.
Teaching Point	Grammar: Post Positions ඉස්සරහ පිටිපස්සේ ලග මැද අසින් අතර කොන්
Materials needed	Maps, Information gap sheets, models of buildings

Procedure

1. Warm up/Review:

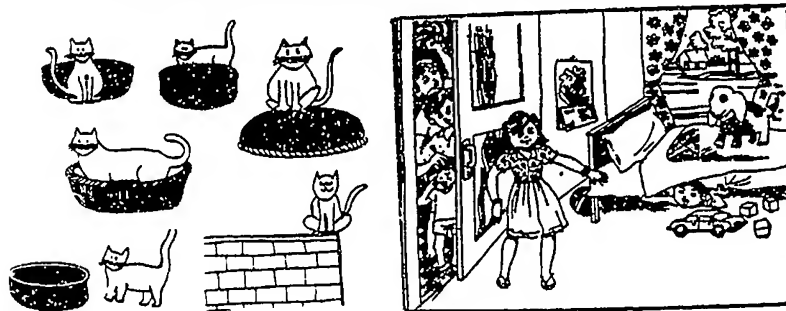
5 mins

Review the locations.

2. Presentation:

15 mins

Present the post positions using the picture



For further clarification use a map with buildings.

3. Practice:

Listening -

10 mins

- Place the models on a table or on the floor. Say sentences using post positions. Get the students to arrange the models accordingly.

e.g. - බැංකුව තිබෙන්නේ ස්වෙෂම ලග.
- සමුපකාරේ උඩ තැපැල් කත්තෝරුව තිබෙනවා.
- පල්ලිය තිබෙන්නේ පොලිසිය ස්වෙෂම අතර. etc..

2. Read out the following description and ask the students to mark the places on the given map.

සංඝල ඉස්සරහ සමුපකාරේ තිබෙනවා. සමුපකාරේ තිබෙන්නේ මල් පාර ලග.
සංඝල ලග සෙල්ලම් පිට්ටනිය තිබෙනවා. සෙල්ලම් පිට්ටනිය ලග තැපැල්
කන්තෝරුව තිබෙනවා. සෙල්ලම් පිට්ටනිය තිබෙන්නේ සංඝල පැපැල්
කන්තෝරුවයි අතර. ඔහු පාර අසින් ඉස්සරහේ තිබෙනවා. ඒක ඉස්සරහ
පල්ලිය තිබෙනවා. පල්ලිය ලග, මල් පාර අසින් සොල්ලිය තිබෙනවා. සොල්ලිය
ඉස්සරහ, මල් පාර අසින් පුස්තකාලේ තිබෙනවා. පුස්තකාලේ ලග වීඛ්ට
විද්‍යාලේ තිබෙනවා. වීඛ්ට විද්‍යාලේ පිටිපස්සේ ස්වෛමයි තිබෙනවා. වීඛ්ට
විද්‍යාලෙයි ස්වෛමයි අතරේ ඔරලෝසු කණුව තිබෙනවා.

Listening & Speaking -

10 mins

- Ask questions based on the the passage and the map.
 - සංඝල තිබෙන්නේ කොතෙද?
 - සංඝල ලග තිබෙන්නේ මොකද?
 - වීඛ්ට විද්‍යාලෙයි ස්වෛමයි අතරේ තිබෙන්නේ මොකද? etc..
- Expand the activity by asking where everything in the classroom is situated.

Speaking -

20 mins

- Map Dyad(Information Gap):

In pairs, students work to complete information that is missing on each of their maps. The maps are of the same area except each has names of places and streets that do not appear on the other. Students ask each other question to get the information, e.g. "Where is the _____?" Put the students back-to-back, so one can't see the other's map. (Reference: Listening & Speaking Handbook, Peace Corps compiled by Kathy Rulon)

Student A: බැංකුව තිබෙන්නේ කොතෙද?
Student B: පල්ලිය ලග.

- Do the "WHERE" activity attached to this plan.

4. Application (use):

15 mins

Ask the students to draw a rough map of their village (If they have already been there, if not of an imaginary town) and ask and answer question like the ones in the above speaking exercise I.

5. Assessment (Task):

15 mins

Give a list of building and ask the students find out where each building is located in the town where the training is held.

6. Contingency Plan:

Destination Chart:

Make a chart showing various destinations and people. Have students ask and answer questions based on the information in the chart. For advanced classes, add more information to elicit other types of questions.

Name	Day	Place	Going with
Tim	Tuesday	Market	Jane
Tom	Friday	School	Mike
Kate	Monday	Post Office	Janet
Sandra	Thursday	Hospital	David

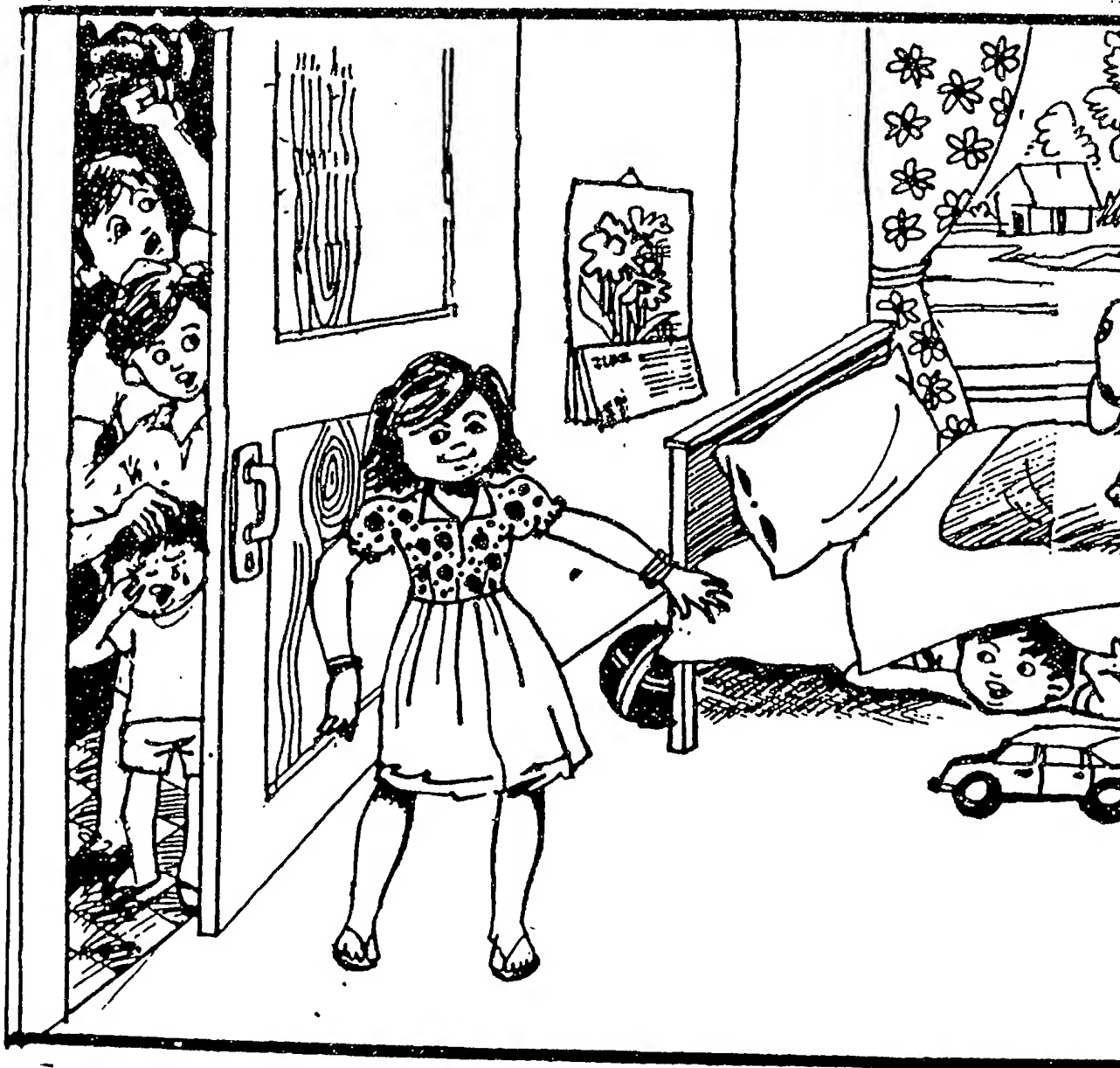
7. Comments/Self Evaluation

GRAMMAR NOTE

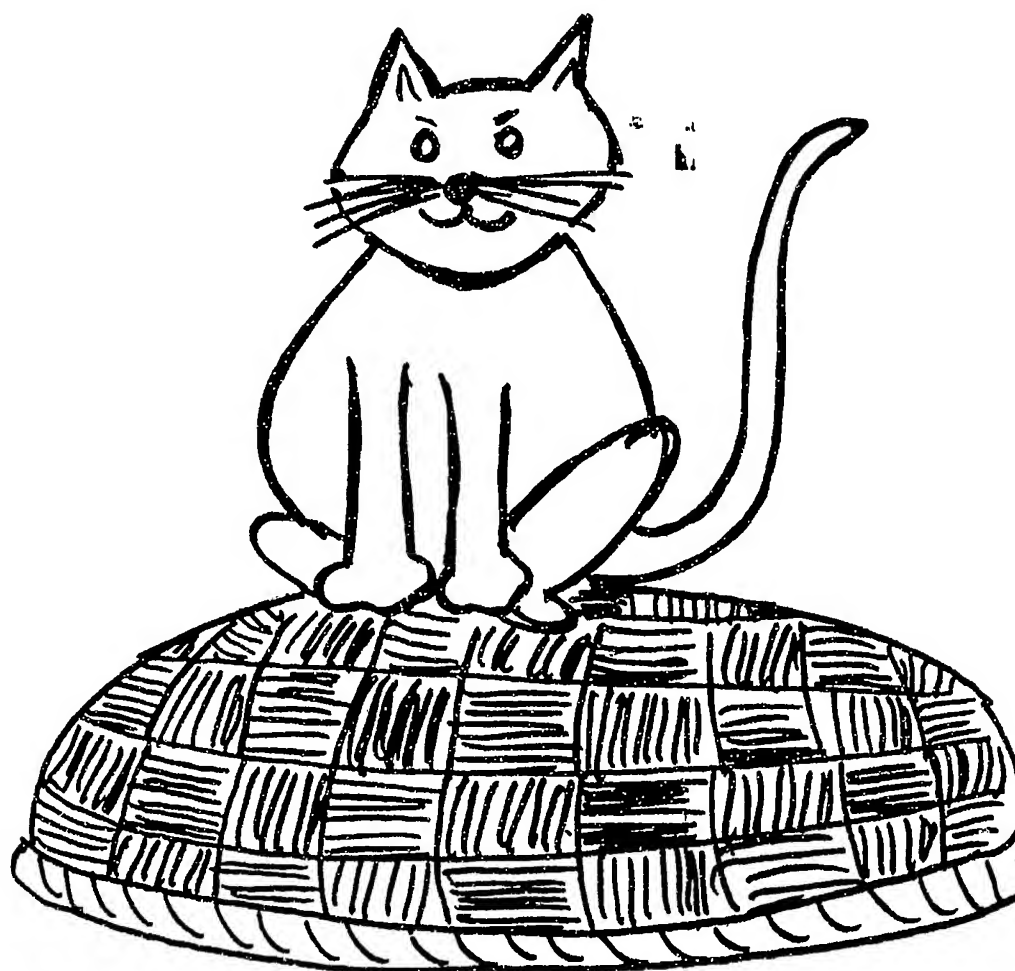
Post Positions:

In Sinhala they perform the same function as the Prepositions in English. However, in Sinhala they are placed after the Noun they govern:

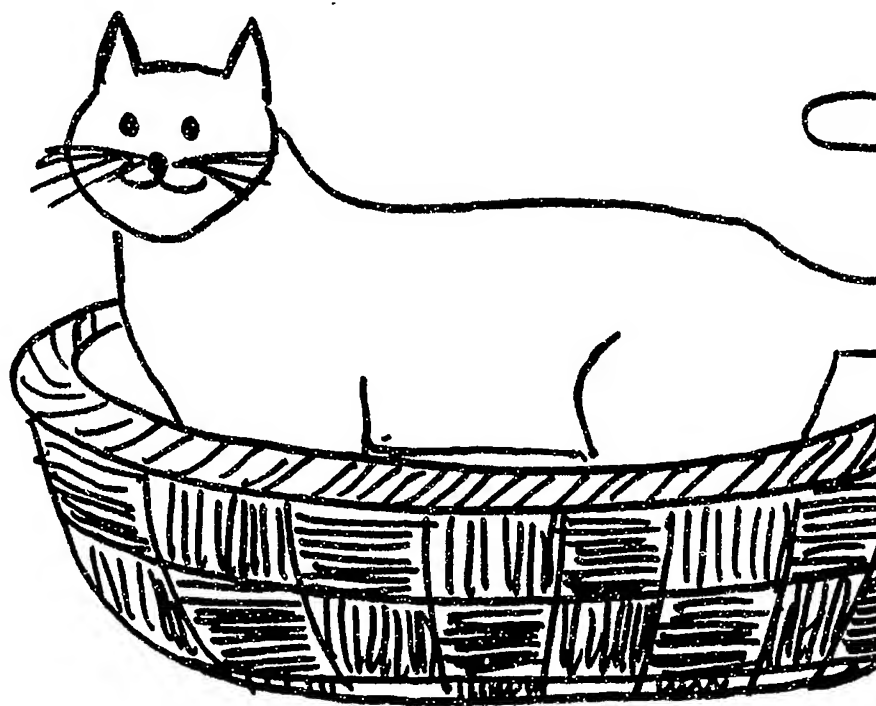
පාර ලග	near the road
කඩ පිටිපස	behind the kade



7-24
1977

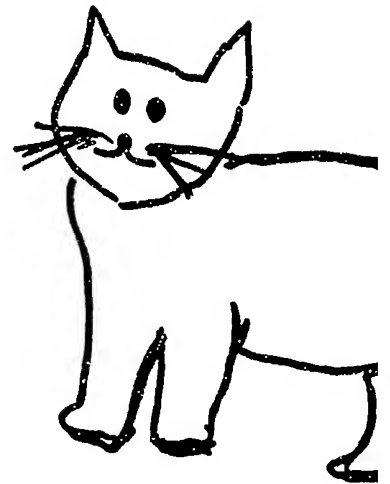
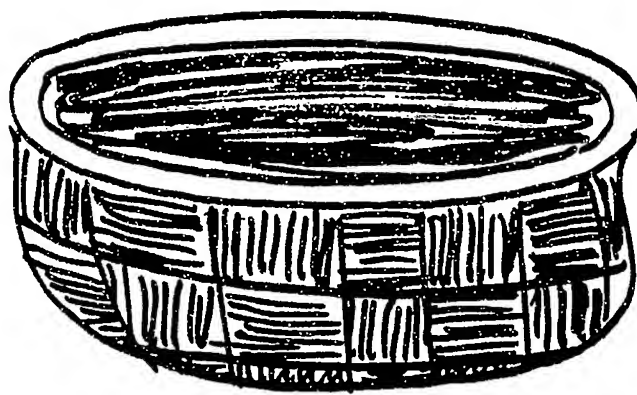


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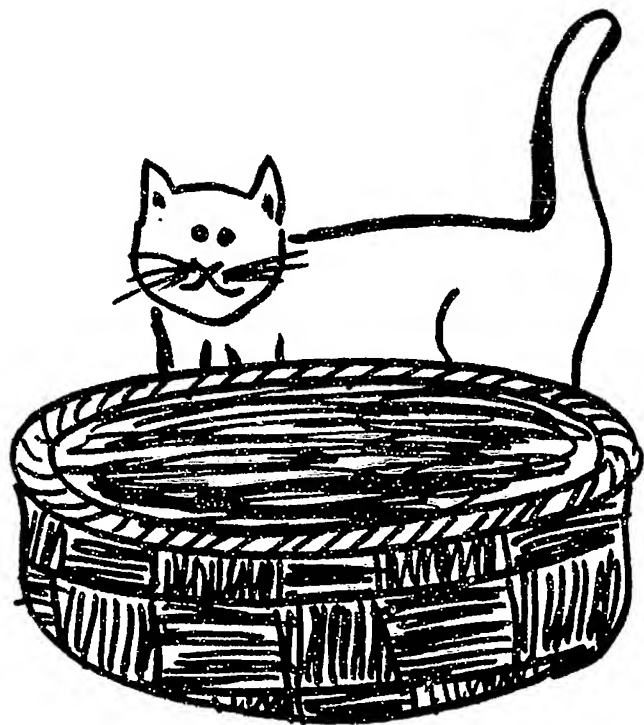


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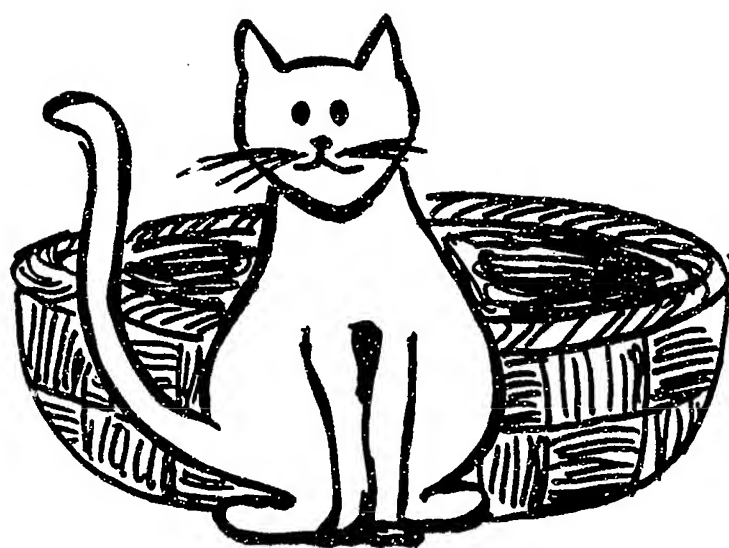
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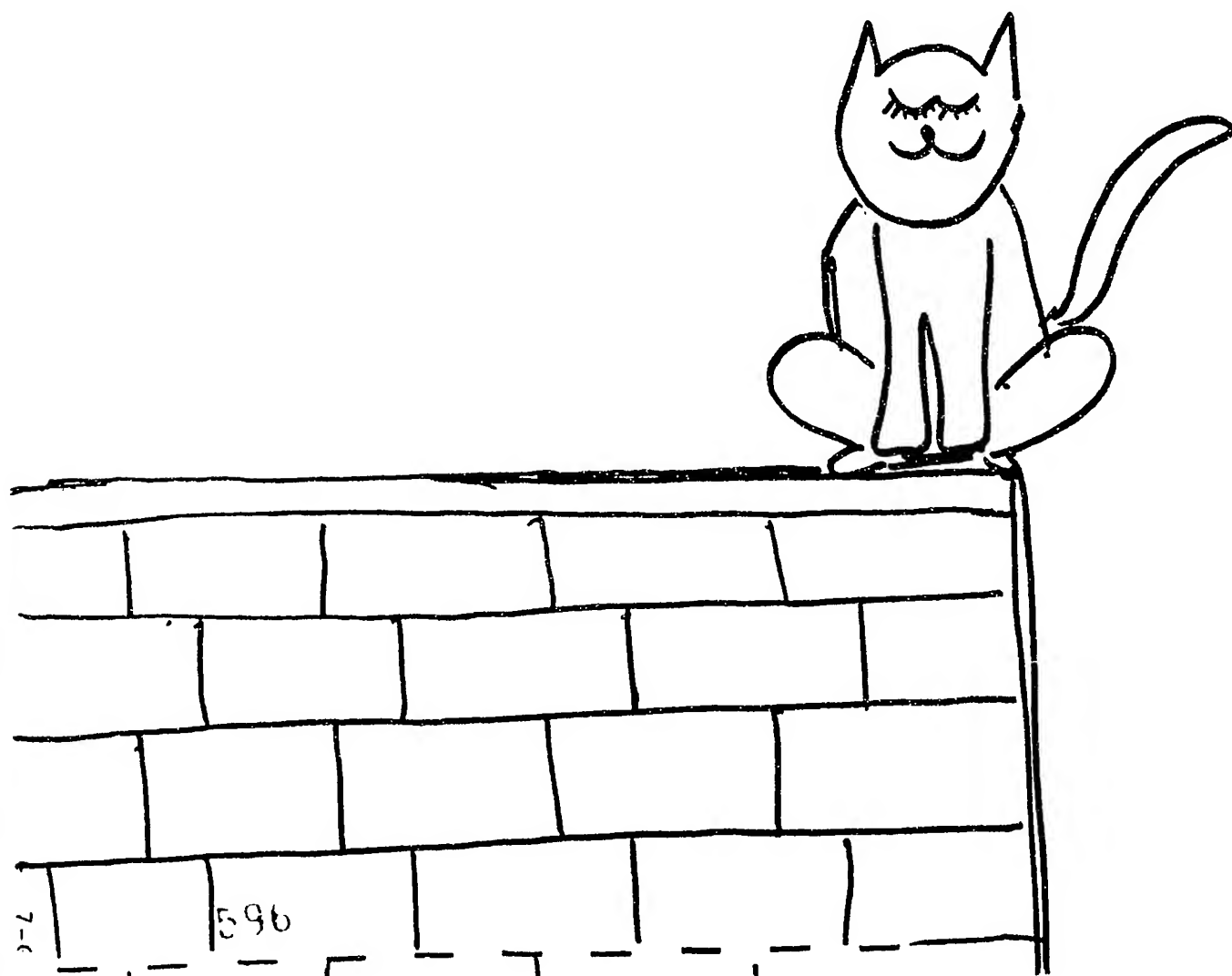
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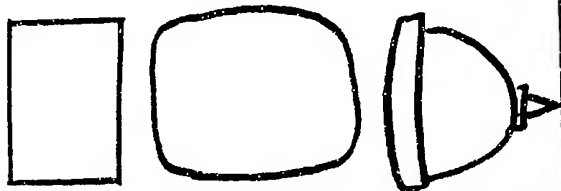


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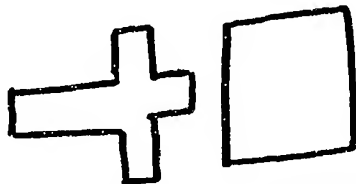


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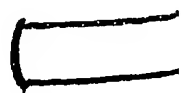
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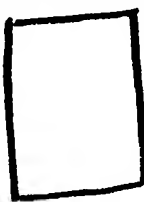
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LESSON PLAN III

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

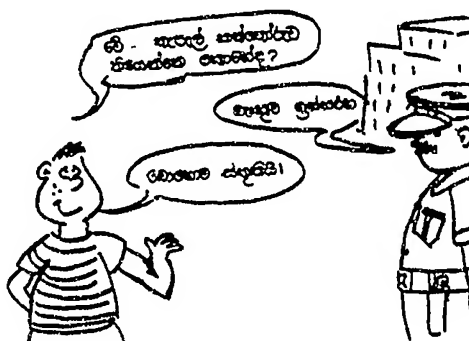
Procedure

1. Warm up/Review: 3 mins

Review the names of buildings and grammar that are necessary.

2. Presentation: 3 mins

Present the dialogue using a picture.



3. Practice:

Listening - 3 mins

Read the dialogue several times for the students to listen to the intonation patterns.

Listening & Speaking - 3 mins

Take roles and practise the dialogue with the students.

Speaking - 5 mins

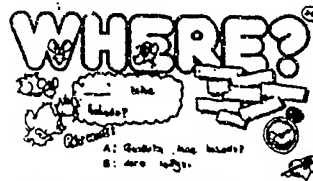
Students take roles and practise the dialogue.

4. Application (use):

5 mins

Design a role play to suit the dialogue and administer.

5. Assessment (Task):



6. Contingency Plan:

Do activity No. 24 A

7. Comments/Self Evaluation

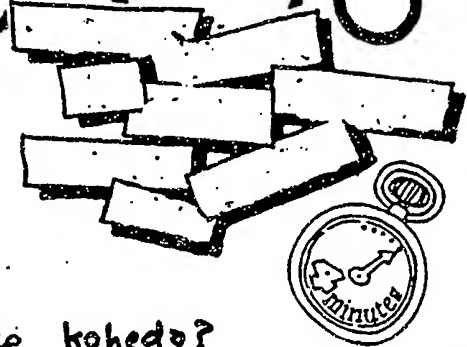
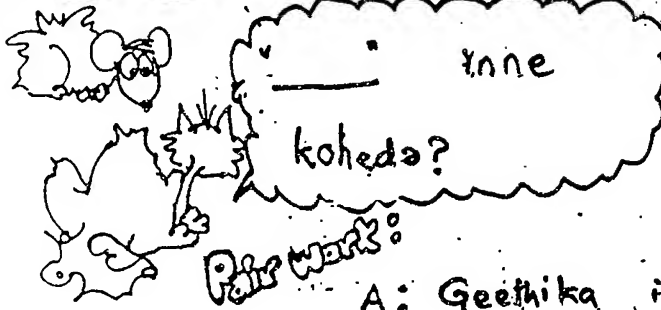


මේ..... තැපැල් කන්තෝරුව
නියෝජනය කොහේද?

බැංකුව ඉස්සරහ

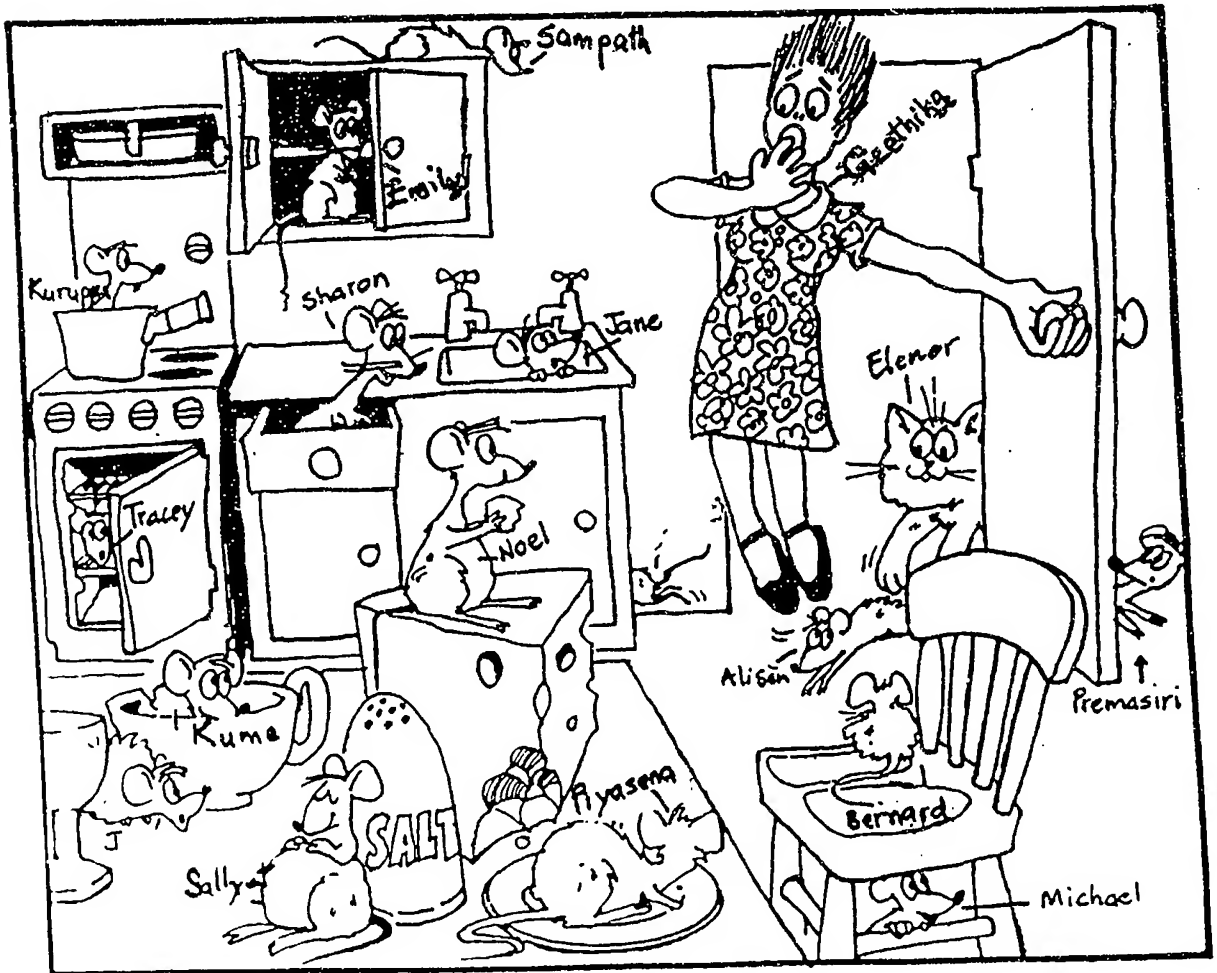
මොහොත සතුටයි!

WHERE?



A: Geethika inne kohedo?

B: dora laXiga.



Directions

Competency : To ask for and give directions

Situation : On the street

Dialogue

Roles: PCT/Passerby	Functions			
<p>පිඹ : වෙලින් එනට යන්නේ කොහොමද?</p> <p>පාරේ යන කෙනෙක් : මේ පාර දිගේ කෙලින්ම ගිහිල්ලා හංදියේ තවේ ලග්ගේ දකුණට හැරෙන්න. එතන ඉඳලා වික දුරක් යනකොට දකුණු පැත්තේ වෙලින් එන ඇති.</p> <p>පිඹ : බොහොම ස්තූතියි.</p>	<p>- asking directions</p> <p>- giving directions</p> <p>- expressing gratitude</p>			
<p>Vocabulary</p> <table><tr><td>පාර්දිගේ දකුණු වම් දකුණු පැත්ත වම් පැත්ත හැරෙනවා</td><td>එතන මෙතන අතන මතන</td><td>වික දුරක් හැරුණ්ම හතයක් හැරුණ්මක් යාරයක්</td></tr></table>		පාර්දිගේ දකුණු වම් දකුණු පැත්ත වම් පැත්ත හැරෙනවා	එතන මෙතන අතන මතන	වික දුරක් හැරුණ්ම හතයක් හැරුණ්මක් යාරයක්
පාර්දිගේ දකුණු වම් දකුණු පැත්ත වම් පැත්ත හැරෙනවා	එතන මෙතන අතන මතන	වික දුරක් හැරුණ්ම හතයක් හැරුණ්මක් යාරයක්		

LESSON PLAN I

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out directions to a place in town.
Teaching Point	Vocabulary & Dialogue <div style="display: flex; justify-content: space-around;"> <div> පාර දෙක දකුණ වම් දකුණු පැත්ත වම් පැත්ත </div> <div> වමන මෙතන අතන මතන හැරෙනවා </div> <div> විස දුරක් හැරැක්ම හාගයක් හැරැක්මක් යාරයිසක් </div> </div>
Materials needed	Maps, sign boards, role play cards, a robot

Procedure

1. Warm up/Review:

5 mins

Review command and negative command forms of the verbs.

2. Presentation:

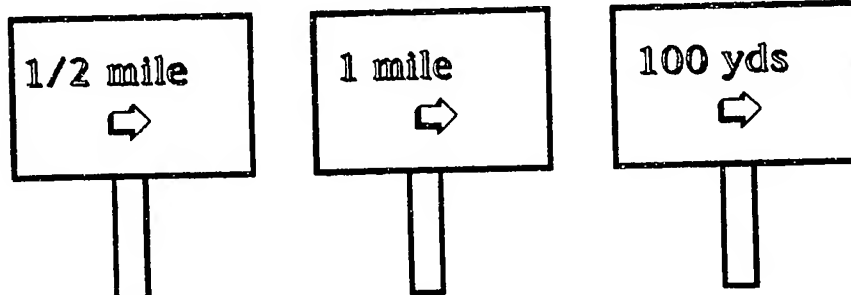
20 mins

Present the vocabulary items using the drawn map and the robot.

Put up all the new vocabulary items on the board.

Give instructions using the vocabulary items and take the robot on the map according to the given instructions. Then elicit the meaning from the students.

Introduce විස දුරක්, යාර යිසක්, හැරැක්ම, හාගයක්, හැරැක්මක් using sign boards.



3. Practice:

Listening -

10 mins

1. Give the map and the robot to the students and ask them to move the robot appropriately when you give instructions.

Listening & Speaking -

10 mins

1. Give positive instructions and get the students respond to say the negative instructions and vice versa.

Tr: වමට හැරෙන්න

Ss: වමට හැරෙන්න එපා

Tr: පාර පියක් පාර දිගේ කෙලින් යන්න

Ss: පාර පියක් පාර දිගේ
කෙලින් යන්න එපා etc..

Speaking -

10 mins

1. Give maps to the students with some places indicating at the end of it. One student asks directions for the mentioned places and other gives instructions using the map.

Student A: බැංකුවට යන්නේ කොහොමද?

Student B: පාර දිගේ කෙලින් යන්න. වමට හැරෙන්න. කෙලින් යන්න. හංදියක් තියෙනවා. හැරෙන්න එපා. පාර පියක් ඉස්සරහට යන්න. බැංකුව පාර අපිගේ වම් පැත්තේ තියෙනවා.

Student A: බොහෝම යන්න.

4. Application (use):

25 mins

Introduce the dialogue and practise it several times.

Role Play:

Roles: PCT/Passers - by

Situation: On the road

Purpose: PCT goes to visit his/her friend. But he/she has lost the directions note which his/her friend sent. He/She asks a passer-by the location and the directions to the house. The passer-by doesn't know. He/She continues to walk and asks a shopkeeper after buying a coke at his 'kade' and finds out the directions

5. Assessment (Task):

10 mins

Ask the students to find out directions to an unknown location in the town where the training is held.

6. Contingency Plan:

Maze Pairs:

Have students sit back-to-back. Each student has the same maze drawn on a piece of paper. With a pencil, one student in each pair draws lines to show how to get out of the maze. The students then gives oral directions to their partners helping them to get out in the same way. Mazes are compared at the end of the exercise

7. Comments/Self Evaluation

J

Topic X: Transportation

Competencies	Page
(1) To ask for information about bus-stops and schedules: Dialogue I	01-03
(2) To purchase bus/train tickets: Dialogue I	04-10
(3) To engage 3-wheeler and settle for a reasonable fare: Dialogue I	11-17

Transportation

Competency : To ask for information about bus-stops and schedule

Situation : The bus station

Dialogue

Roles: PCT/Bus Conductor or Time-Keeper	Functions
<p>පොම් : හාලිඇලට යන්න පුදුවා මොන බස් එකේද?</p> <p>(Which bus goes to Hali-ela?)</p> <p>වසම් සීපර් : 136 බදුල්ල බස් එකේ හරිනි.</p> <p>(Get in to 136 bus)</p> <p>පොම් : බදුල්ලට දැන් බස් එකක් තියෙනවද?</p> <p>(Is there a bus to Badulla now?)</p> <p>වසම් සීපර් : දැන් එකක් ගියා. ඊතට පස්සේ ආයෙත් තියෙන්නේ දහනමාරට.</p> <p>(One bus has just left. The next will be at 10:30.</p>	<p>- asking directions</p> <p>- identifying</p> <p>- inquiring</p> <p>- giving information</p>
<p>Vocabulary</p> <p>ඉස්කෝලය පස්සේ ඊලඟට ඊටපස්සේ අත්තිමට</p>	

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out bus schedule at the bus station.
Teaching Point	
Materials needed	Vocabulary: ඉස්සෙල්ලා පස්සේ ඊලඟට ඊටපස්සේ අත්තිමට & Dialogue

Procedure

1. Warm up/Review:

5 mins

Review time telling.

2. Presentation:

15 mins

Introduce the the vocabulary items using a simulation of making a cup of tea.

ඉස්සෙල්ලම් වතුර උණු කරන්න. ඊලඟට තේ කොළ සේඟුවට දාන්න. ඒකට වතුර දාන්න. ඊට පස්සේ චීනාට්ටියක් තියන්න. ඊටපස්සේ තේ කොළ පෙරන්න. ඊට පස්සේ සීනි දාන්න. හොඳට කලවම් කරන්න. ඊලඟට කිරි දාන්න. අත්තිමට බොන්න.

3. Practice:

Listening -

15 mins

1. Give a blank bus schedule and ask the students to fill the grid when you read out the times.

කොළඹ	පෙ..ව. 05.30	පෙ..ව. 08.30	ප..ව. 01.25	ප..ව. 07.30
මහනුවර	පෙ..ව. 07.15	පෙ..ව. 09.00	ප..ව. 02.45	ප..ව. 08.20
නුවරඑළිය	පෙ..ව. 06.00	පෙ..ව. 10.15	ප..ව. 03.15	----
බදුල්ල	පෙ..ව. 08.10	පෙ..ව. 10.30	ප..ව. 02.30	ප..ව. 06.30

කොළඹ				
මහනුවර				
නුවරඑළිය				
බදුල්ල				

Listening & Speaking -

10 mins

1. Ask questions based on the above bus time table.

- කොළඹට ඉස්සෙල්ලම බස් එක තියෙන්නෙ කීයටද?
- බදුල්ලට අත්තිම බස් එක තියෙන්නෙ කීයටද?
- නුවරඑළියට රෑට බස් එකක් තියෙනවද?
- උදේ 8.10ට තියෙන්නෙ මොන බස් එකද? etc.

Speaking -

15 mins

1. Students practice the dialogue in pairs

4. Application (use):

15 mins

Role Play:

Roles: PCT/Time keeper

Situation: At the bus stand

Purpose: PCT wants to find out the bus schedule to go to her site for the site visit. He/She goes to the bus station/train station and speaks to the time keeper. The time keeper responds

5. Assessment (Task):

Ask the students to go to the bus station and train station and find out the schedule for some destinations.

6. Contingency Plan:

Information Gap:

කොළඹ	පෙ.ව. 05.30	?	ප.ව. 01.25	?
මහනුවර	?	පෙ.ව. 09.00	?	ප.ව. 08.20
නුවරඑළිය	?	පෙ.ව. 10.15	ප.ව. 03.15	?
බදුල්ල	පෙ.ව. 08.10	?	?	ප.ව. 06.30

කොළඹ	?	පෙ.ව. 08.30	?	ප.ව. 07.30
මහනුවර	පෙ.ව. 07.15	?	ප.ව. 02.45	?
නුවරඑළිය	පෙ.ව. 06.00	?	?	----
බදුල්ල	?	පෙ.ව. 10.30	ප.ව. 02.30	?

7. Comments/Self Evaluation

Transportation

Competency : To purchase bus/train tickets

Situation : On a bus/a private van

Dialogue

Roles: PCT/Bus Conductor	Functions										
<p>බස් කොන්දෙස්තර : බස්කොම පොලීම් එක්ක. පොලීම් පිට ඉන්න අයට විකට දෙන්නේ නෑ. කොහොටද? (Get into the line. Tickets are not issued for the passengers who are not in the queue)</p> <p>වෙබොරා : බදුල්ලට. කීයද? (To badulla. How much is the bus fare?)</p> <p>බස් කොන්දෙස්තර : තද්ද? දහයයි පහයයි. මාරු සල්ලි (Rs.10.50. Do you have small money?)</p> <p>වෙබොරා : නෑහේ. (No, sorry)</p> <p>බස් කොන්දෙස්තර : එහෙනං බහින්න ඉස්සෙල්ලා ඉතුරු සල්ලි ඉල්ලන්න. (If so, get your balance before you get off.)</p>	<p>- requesting</p> <p>- inquiring</p> <p>- giving information & inquiring</p> <p>- giving information</p> <p>- giving information</p>										
<p>Vocabulary</p> <table> <tr> <td>පොලීම්</td><td>බස් ගාස්තුව</td></tr> <tr> <td>සෙතග</td><td>මාරු සල්ලි</td></tr> <tr> <td>හිරවෙලා</td><td>ඉතුරු සල්ලි</td></tr> <tr> <td>හිටගෙන</td><td>පිට</td></tr> <tr> <td>කැඩලා</td><td>ඇතුල</td></tr> </table> <p>GRAMMAR</p> <p>V(Adj) + Noun</p>		පොලීම්	බස් ගාස්තුව	සෙතග	මාරු සල්ලි	හිරවෙලා	ඉතුරු සල්ලි	හිටගෙන	පිට	කැඩලා	ඇතුල
පොලීම්	බස් ගාස්තුව										
සෙතග	මාරු සල්ලි										
හිරවෙලා	ඉතුරු සල්ලි										
හිටගෙන	පිට										
කැඩලා	ඇතුල										

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to find out information using the grammar
Teaching Point	Grammar: V(Adj) + Noun
Materials needed	Picture dialogues, MCQ charts, speaking table.

Procedure

1. Warm up/Review:

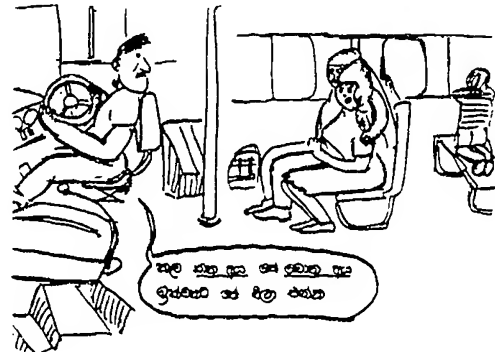
5 mins

Review the verbal adjective form of the verb.

2. Presentation:

10 mins

Present the grammar using a picture dialogue.



Introduce the structure getting more examples in various situations.

3. Practice:

Listening -

10 mins

1. Say the present tense verbs and ask the students to select the correct verbal adjective using MCQ chart.

- | | |
|-----------|----------|
| 1. යනවා | a. යන්න |
| | b. යන |
| | c. ය |
| 2. ඉන්නවා | a. ඉන |
| | b. ඉන්න |
| | c. ඉන්න. |
| 3. කනවා | a. කන |
| | b. කන්න |
| | c. කන්න. |
| 4. ගන්නවා | a. ගන්න. |
| | b. ගන්න |
| | c. ගන |
| 5. බලනවා | a. බලන්න |
| | b. බලන |
| | c. බල |

Listening & Speaking -

10 mins

1. Say the Present tense verb and get the students to say the verbal adjective.

Tr: ගන්නවා
Tr: කනවා

Ss: ගන්න
Ss: කන etc..

Speaking -

10 mins

1. Get the students to make sentences using the following table.

කොළඹ	යන	දක	පොලිමේ එන්න
පේ	බොන	කට්ටිය	බස් එකට තබන්න
දවල්ව	බලන	මිනිස්සු	වහල තියන්න
Teledrama	කන	එකකෙනා	මෙහාට එන්න
එලියේ	ඉන්න	දේවල්	පුටුවල වාඩ්වෙන්න

4. Application (use):

10 mins

Ask the students work in pairs and find out answers for questions like the following.

1. ඔයාගේ ලංකාවේ ගෙදර වැඩට යන අය කවුද?
2. එතෙ ඉගෙනගන්න අය කවුද?
3. ඔයාගේ ගෙදරට හැමදාම එන අය කවුද? සහි අන්න එන අය කවුද?
4. පෙලිප්පාමා බලන කට්ටිය කවුද?
5. ප්‍රවෘත්ති බලන කට්ටිය කවුද? etc..

5. Assessment (Task):

15 mins

Send the students to find out the following information from one of the training site Sri Lankans.

- people who smoke
- people who drink everyday
- people who eat meat
- people who jog everyday
- people who play cards everyday

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Verbal Adjective + Noun:

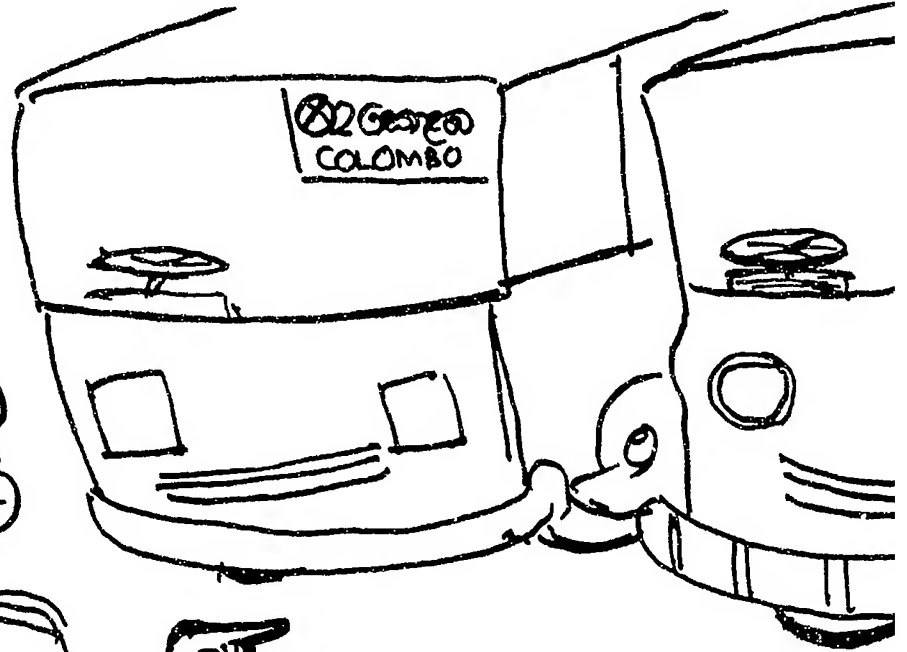
When the Verbal Adjective is added to the Noun it expresses the meaning 'the one/people who are --ing'

කොළඹට යන අය

People who are going to Colombo

ඉස්සරහ ඉන්න එක්කෙනා

The person standing in the front



කොළඹට යන අය මේ බ
මාර්ග යන අය අර බ
නුර්ට යන අයට නෑ





කළ කන අය තේ තෙහ අය
ගුණනො තේ තීලා එන්න.

LESSON PLAN II

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary in a given role play
Teaching Point	Vocabulary: පොලිම බස් ගස්කුට සෙනෙ මාරු සල්ලි හිරවෙලා ඉතුරු සල්ලි හිටගෙන පිට කැඩිලා ඇතුල & Dialogue
Materials needed	Pictures, picture dialogue, listening cloze , role play cards

Procedure

1. Warm up/Review:

5 mins

Review command forms and numbers

2. Presentation:

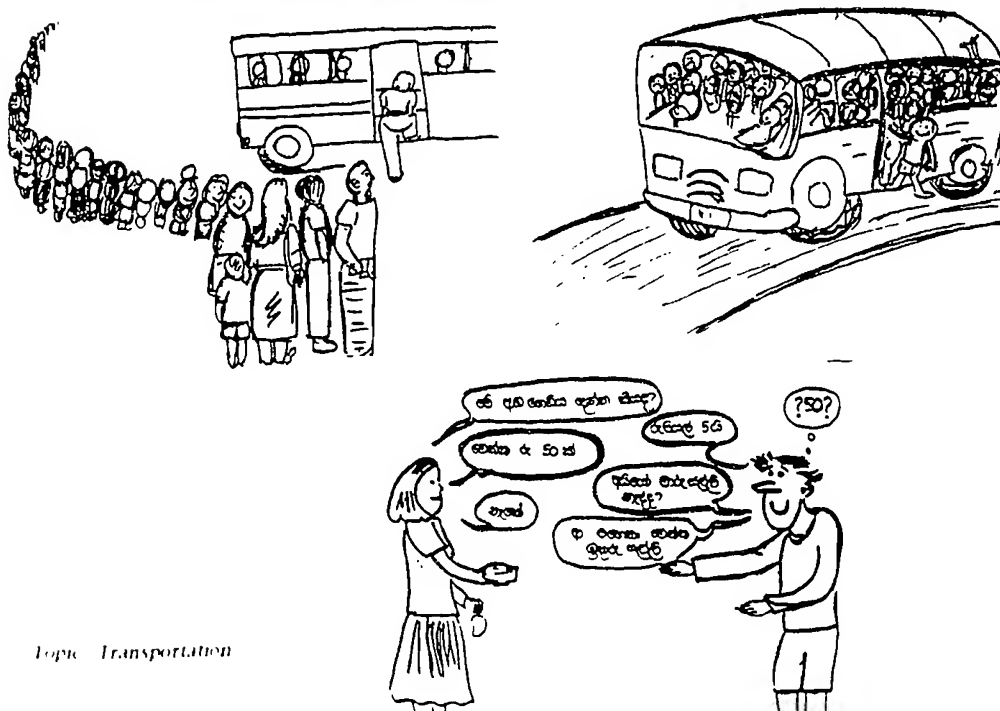
15 mins

Introduce පොලිම සෙනෙ හිරවෙලා හිටගෙන කැඩිලා using pictures.

Introduce බස් ගස්කුට using a bus ticket.

Introduce පිට ඇතුල using the classroom.

Introduce මාරු සල්ලි ඉතුරු සල්ලි using a picture dialogue.



Topic: Transportation

3. Practice:

Listening -

10 mins

1. Write the vocabulary on the board. Ask the students to fill in the missing words on the given listening cloze.

බස් කොන්දේසිතර	:	බස්කොම ඉක්මනින් එන්න.
	:	යොළිමෙන් පිට ඉන්න අයට විකට දෙන්නේ
	:	කැ. කොහොටද?
ඩෙබොරා	:	බදුල්ලට. කීයද?
බස් කොන්දේසිතර	:	දහසයි පහසයි. ඔබ්බා සල්ලි තැද්ද?
ඩෙබොරා	:	කැණ.
බස් කොන්දේසිතර	:	එහෙත්. බහින්න ඉස්කෝලා ඉතුරු සල්ලි
	:	ඉල්ලාගන්න.

Listening & Speaking -

10 mins

1. Take roles and practice the dialogue with the students.

Speaking -

10 mins

1. Students work in pairs and ask and answer questions like the following.

- ඔයාගෙ ගෙදර ඉඳලා මෙහට බස් ගාස්තුව කීයද?
- ඔයා අද ආවේ ඉඳගෙනද? හිටගෙනද?
- ඔයාගෙ බස් එකේ ගොඩක් සෙනග තිබියද?
- ඔයාගෙ බස් ගාස්තුව රුපියල් 3.00යි. ඔයා රුපියල් 10ක් කොන්දේසිතරට දෙන්නවා. ඔයාගෙ ඉතුරු සල්ලි කීයද?

2. Students practice the dialogue in pairs.

4. Application (use):

15 mins

Role Play:



Roles: PCT/Bus Conductor
Situation: Inside a packed bus
Purpose: Bus conductor yells with his usual jargon and PCT gets into a very crowded bus. He/She gives a hundred rupee note for a two rupee ticket. The conductor frowns and asks whether he/she has change. PCT says no. Conductor says that he would give the balance when getting off. However, when the PCT gets off he gives balance only for fifty rupees. The PCT has a mini fight with the conductor and gets the full balance.

5. Assessment (Task):

6. Contingency Plan:

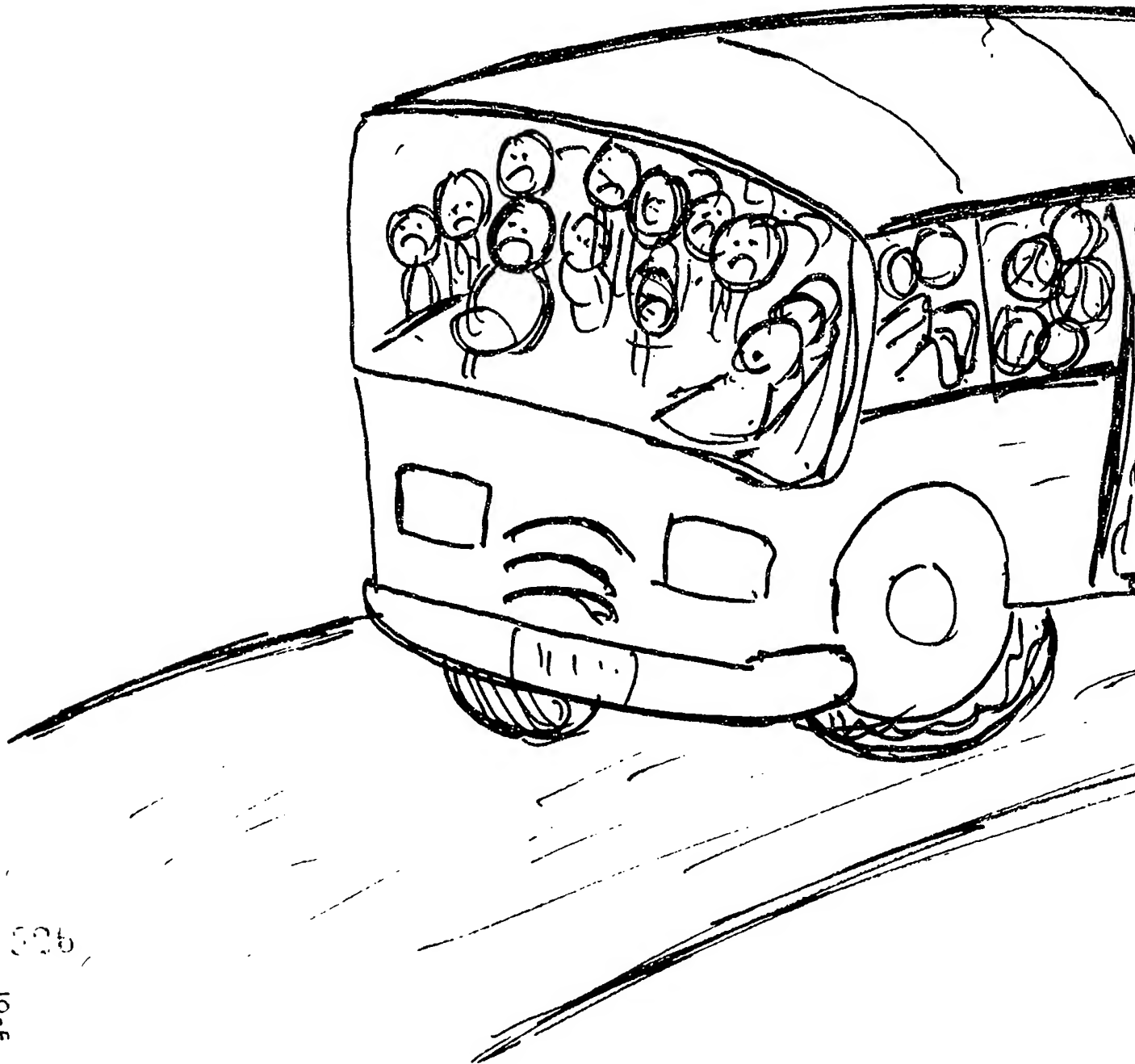
7. Comments/Self Evaluation

11/17



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1.1.1



3-01

006



Transportation

Competency : To engage a 3-wheeler and settle for a reasonable fare

Situation : On the street

Dialogue

Roles: PCT/Bus Conductor	Functions
<p>වෙමි : ලේවැල්ලට යන්න පුළුවන්ද? (Can you take me to Lewella?)</p>	<p>- inquiring</p>
<p>ඉසිවර : පුළුවන්. නගින්න. (Can. Get in.)</p>	<p>- giving information</p>
<p>වෙමි : කීයක් ගන්නවද? (How much do you charge?)</p>	<p>- inquiring</p>
<p>ඉසිවර : ලේවැල්ලේ කොතනටද? (In which area of Lewella?)</p>	<p>- inquiring</p>
<p>වෙමි : පන්සල ලගට (Near the temple)</p>	<p>- giving information</p>
<p>ඉසිවර : පන්සල ලගට යනවා නම් මම ගන්නවා. (If it is near the temple I charge Rs.40/=)</p>	<p>- making a condition</p>
<p>වෙමි : හිතක් දෙන්න. (I'll pay Rs.30/=)</p>	<p>- suggesting</p>
<p>ඉසිවර : හා හා නගින්න (O.K. O.K. Get in)</p>	<p>- agreeing</p>
<p>Grammar Conditionals - ක. form</p>	

LESSON PLAN I

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out information from Sri Lankans
Teaching Point	Grammar: Conditionals - 2nd form
Materials needed	Picture dialogues, listening strips, speaking strips, problem solving questions on newsprint

Procedure

1. Warm up/Review:

5 mins

Review past tense verbs.

2. Presentation:

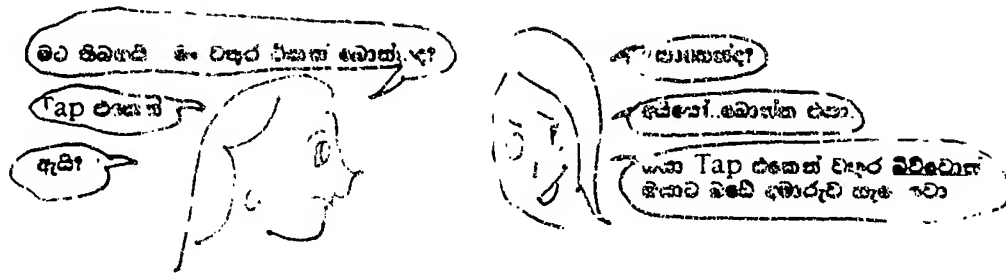
15 mins

Introduce the grammar using picture dialogues.



Topic: Transportation

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*Present the meaning very clearly.

3. Practice:

Listening -

15 min.s

1. Write the following sentences on strips and cut them into two halves so that the conditional clauses and the main clauses are separated. Mix them up and place it on the table. Ask the students to re-arrange. Then read the sentences louder and get the students to check their sentences.

මයා හැපැල් කන්තොරුවට ගියාත්	මුද්දර දහසක් ගෙන්න
-----------------------------	--------------------

මයාලා ඉන්දියන් කෑම කනවා.	Paivas එකට යන්න
--------------------------	-----------------

පත්තරේ ගෙනාවාත්	අම්මත් බලන්න දෙන්න
-----------------	--------------------

Corey එකවත.	Jessi ඡ එකවා
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මයා Pizza හැපුවාත්	මමත් දෙන්න
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මයාලා කාඩ් යෙල්ලා කරනවා.	මම කතාකරන්න
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මයා අරක්කු බොනවා.	තාත්තාගෙන් අහනවා
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Listening & Speaking -

10 mins

1. Read out the following sentences one by one and ask the students to make conditional clauses.

- Dr Shiro එනවා. Shots දෙනවා.
- පොලීසියෙක් එනවා. තොරු දවනවා
- ටවුමට යනවා. ගවුමක් ගන්නවා
- ඈ Corey එනවා. Traineesලා එක්ක කතා කරනවා
- පර්ක් movie ගේනවා. අපිට බලන්න සුදුවත්.
- Kapila එනවා. Mail ගේනවා etc.

Speaking -

15 mins

1. Write the following clues on paper strips. Make enough sets so that one pair gets one set. Students work in pairs and picks up a clue to make a conditional clause.

Chocolate	-	මහත් වෙනවා
සාලික	-	ලියා ගෙනවා
ගොඩක් බයර්	-	වමනෙ යනවා
වැසස	-	ක්‍රිකට් ගහන්න බෑ
රුක	-	පැනවෝල බොනවා
කපිල	-	රැස්වමක් තියෙනවා

4. Application (use):

15 mins

Write the following problem solving questions on board. Ask students to sit in a circle and solve the problems in their own ways.

- What would you bring if you go to a birthday party?
- What would you do if you go to a temple?
- What would you do if you get \$ 10000 from the USAID as a donation?
- When you go to Colombo, if your bus breaks down, what would you do?
- What would you do if your camera gets lost at the beach?

5. Assessment (Task):

10 mins

Ask the students to go out and find out what some Sri Lankans would do if they win a lottery of Rs 100,000.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

6. Contingency Plan:

7. Comments/Self Evaluation



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මගේ උඩපස්ත නැත

පහළ, යනාදිය. මුළුමනින්ම

එහෙත් ගොඩනැගිලි
කුඩාලොව මුළුමනින්ම.





බයා Beer බොහොදු?

~~බොහොදු~~ ඉතිරි එකක
Victory Bar එකට යමු

ඔව් ඉඳලා

ඔහු හොඳයි

K

Topic XI: Communication

Competencies

Page

- (1) To find out business hours in
the Post Office:

Dialogue I

01-09

- (2) To make a telephone call:

Dialogue I

10-12

Communication

Competency : To find out business hours in the Post Office

Situation : At the entrance to the Post Office

Dialogue

Roles: PCT/Sri Lankan	Functions
<p>පෙයින් : කීයේ ඉඳලා සිය වෙතකං පැයල් කන්නෙරුව ඉඳලා තියෙනවද?</p> <p>කිමල් : අවේ ඉඳලා පහ වෙතකං.</p>	<p>- inquiring</p> <p>- giving information</p>
<p>Vocabulary</p> <p>මුද්දර ලියං කවර ලියං කෙට්ටිය ලියම</p> <p>Grammar</p> <p>V(stem) + කං - until</p>	

LESSON PLAN I

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the vocabulary in a given role play exercise
Teaching Point	Vocabulary: බුද්දර ලිපි පවර ලිපි පෙට්ටිය ලිපි
Materials needed	Realia, pictures, stamp ladder board, role play cards

Procedure

1. Warm up/Review: 5 mins

Review numerals.

2. Presentation: 10 mins

Present the vocabulary using realia and pictures.

Introduce රුපියලේ බුද්දරයක්. රුපියල් දෙකේ බුද්දර දෙකක්. සහ පහකේ බුද්දර etc... using realia.

3. Practice:

Listening - 10 mins

- Distribute the realia and the pictures among the students and ask them to show you the correct item when you say the name of it.
- Listening Cloze: Students listen to the passage and underline the correct answer.

මෙලියක හැම සති අත්තම එකගේ යාලුවන්ට (ලිපිම කවර/බුද්දර/ලිපිම) ලියනවා. ලිපිම ලියලා (ලිපිම කවරක/ලිපිම පෙට්ටියක/බුද්දරෙක) ආලා (ලිපිමට/ලිපිම පෙට්ටියට/ලිපිම කවරෙට) ආනවා. ලිපිම පෙට්ටියට ආත්ත ඉස්සෙල්ලා එයා (ලිපිම/බුද්දර/ලිපිම පෙට්ටිය) අලවනවා.

Listening & Speaking -

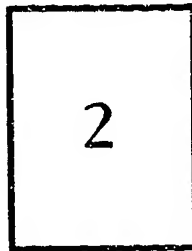
10 mins

1. Collect the pictures and the realia. Show the students an item and a number. Ask them to complete the following sentence using the number and the name of the item. Later you can add more items.

Model Sentence:

මම තැපැල් කැප්පෝරුවට ගිනිල්ලා _____
_____ ගත්තා.

Teacher shows



Students say:

මම තැපැල් කැප්පෝරුවට ගිනිල්ලා දැවියල් ඇඟක් මුද්දර් ඇඟක් ගත්තා.

Speaking -

15 mins

Stamp Ladder Game:

Make a game board using prices of stamps. Have one for each pair. Ask the students to play the game by throwing dice and moving markers accordingly. For example: Student A throws one die and moves her/his marker to a 50 cent stamp square. Then Student B asks *මොනවද මිනේ?* and Student A says *මම සත පතක මුද්දර්ගක් දෙන්න.* The game continues until one student reaches the last number.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Clerk
Situation: At the Post Office
Purpose: PCT wants to buy 5 two rupee stamps, 2 stamped envelopes, 10 aerogrammes, and he/she wants to register a letter. He/She speaks to the clerk at the counter.

5. Assessment (Task):

Send the students to the nearest Post Office to buy some items learnt above.

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the grammar in a given role play exercise
Teaching Point	Grammar: V(present adj) + ක - until
Materials needed	Picture dialogues, paper strips, role play cards

Procedure

1. Warm up/Review:

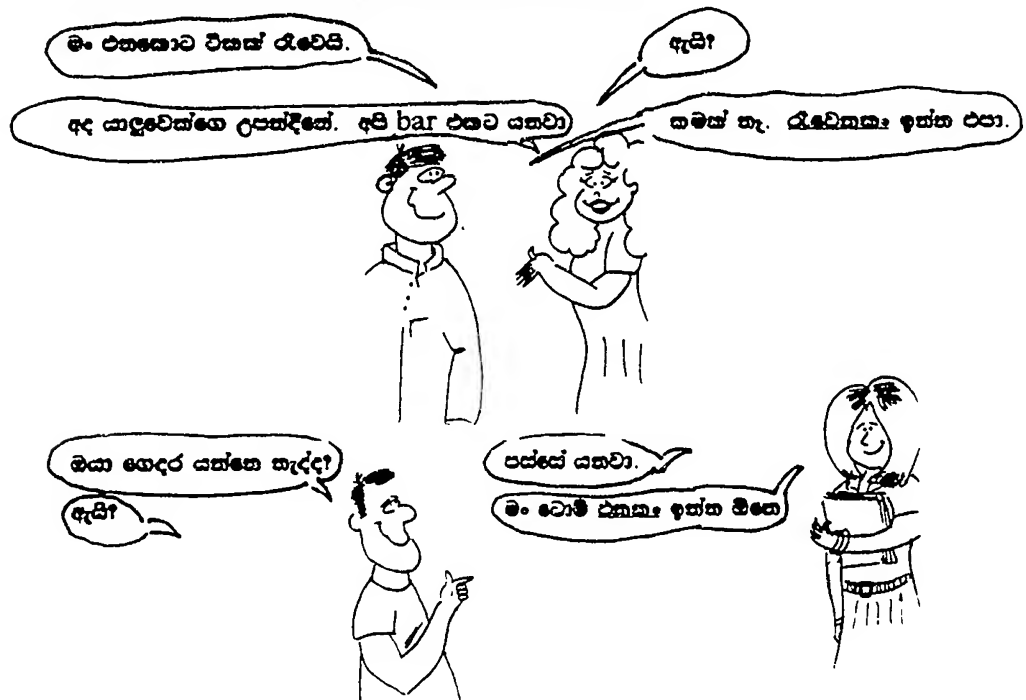
5 mins

Review the present verbal adjective forms.

2. Presentation:

15 mins

Present the grammar using a picture dialogue.



Present more examples and elicit the meaning and the rule from the students.

3. Practice:

Listening -

10 mins

1. Read out some sentences using the structure and get the students to choose the correct meaning from the MC Questionnaire.

1. බොහෝ එකක. අපි කැවේ නැ. ඒ කියන්නේ
 - a. එක එකක ඉස්සෙල්ලා අපි කැවේ
 - b. එක එකකොට අපි කනවා
 - c. එක ආවට පස්සෙ අපි කැවේ
2. කපිල එකක. අපිට ලියුම් නැ. ඒ කියන්නේ...
 - a. කපිල කාම ආවේ නැ
 - b. කපිල ඇවිල්ලා
 - c. කපිල ඇවිල්ලා නමුත් ලියුම් ගෙනාවේ නැ
3. අම්මා කැම උයනක. අපි Cards සෙල්ලං කෙරුවා. ඒ කියන්නේ...
 - a. අම්මා කැම ඉව්වට පස්සෙ අපි Cards සෙල්ලං කෙරුවා.
 - b. අම්මා කැම උයනකොට අපි Cards සෙල්ලං කෙරුවා.
 - c. අම්මා කැම උයනක ඉස්සෙල්ලා අපි Cards සෙල්ලං කෙරුවා.

etc..

Listening & Speaking -

10 mins

1. Read part of a sentence and students complete the rest.

-කෝර් එකක.....
 -ඇමෙරිකාවට යනක.....
 -ඉරිදා වෙනක.....
 -කපිට එකට යනක.....
 -කවස් වෙනක..... etc..

Speaking -

10 mins

1. Write some of the clues on paper strips and make sets for each pair. Students work in pairs and complete the sentences using appropriate endings.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Security Guard
 Situation: At the bank
 Purpose: PCT wants to find out the business hours of the bank. Security Guard responds.

5. Assessment (Task):

Send the students find out the business hours of some establishments in town.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Temporal Clause :-

Temporal clause with 'until' is formed by adding to the verbal adjective.

ආරම්භකයා	until — come/s / came
අවසානය	until — go/es / went

LESSON PLAN III

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture, role play cards

Procedure

1. Warm up/Review: 5 mins

Review all necessary vocabulary and grammar.

2. Presentation: 5 mins

Present the dialogue using a picture.



3. Practice:

Listening -

5 mins

Read out the dialogue using substitutions and get the students to listen and write down the substitutions.

Listening & Speaking -

5 mins

Take roles and practice the dialogue with the students.

Speaking -

10 mins

Students practice the dialogue in pairs using possible substitutions.

- the bank
- the DELIC
- shops in town

4. Application (use):

10 mins

Change the dialogue into a role play and get the students to act out.

5. Assessment (Task):

Send the students to find out the business hours of some institutions in town.

6. Contingency Plan:

7. Comments/Self Evaluation

ම. එනකොට විකන් රු ෧

ඇයි?

අද සලකන්න උපන් දිනේ.
අපි bar එකට යනවා

කමක් නැ. රු මොනකා
ලුණු එන

9.4

650





කිසි ඉඩලා කියා ලිවනා
තනතුර කන්තාරයේ ඇරිලා තියෙනවා

අම් ඉඩලා ජිව මනානා.



Communication

Competency : To make a telephone call

Situation : at the post office/in a store

Dialogue

Roles: PCT/Post Master or Shopkeeper	Functions
ප්‍රශ්න : මට කොළඹට දුරකථන කොට්ටාසයක් තිබේද?	- inquiring
පිළිතුර : නොමැත, නමුත් මෙතැනින් දැනගත හැකිය.	- responding
ප්‍රශ්න : කොළඹට කොපමණ දුරකිවේද?	- giving information
Vocabulary numarals - cardinals	

LESSON PLAN I

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given task
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review:

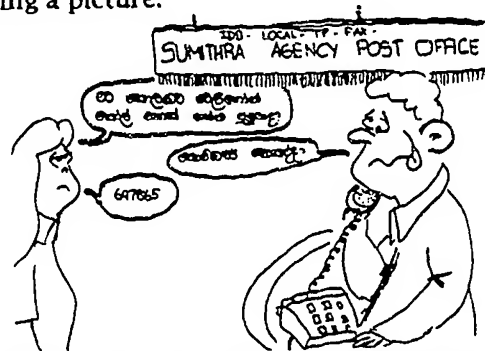
5 mins

Review the numbers - cardinals.

2. Presentation:

5 mins

Present the dialogue using a picture.



3. Practice:

Listening -

15 mins

1. Read out telephone numbers and ask the students to write down as a dictation exercise.
2. Read out the dialogue taking both roles.
3. Change the situation to a shop and read out the dialogue and ask students write down the exchanges.

Listening & Speaking -

5 mins

Take roles and practice the dialogue in both at the Post Office and at the shop.

Speaking -

5 mins

Students practice the dialogue in pairs.

4. Application (use):

10 mins

Task cards: Give pairs of students task cards. (for example: Student A: you want to talk to Bill; Student B: Bill is not at home) Have students sit back to back or where they can't see each other and practice telephone calls using toy phones.

5. Assessment (Task):

Give the phone assignments as a task. Ask them to go to the town and make phone calls to the instructors.

6. Contingency Plan:

7. Comments/Self Evaluation

L

Topic XII: Housing

Competencies

Page

- (1) To locate appropriate housing:
Dialogue I
- (2) To get information about rent and
utilities:
Dialogue I

01-06

07-11

Housing

Competency : To locate appropriate housing

Situation : Any social situation/work place

Dialogue

Roles: PCT/Teacher	Functions
ස්කොට් : මම හොඳි ගෙයක් හරි කාමරයක් හරි සොයමිනි. (I am looking for a house or an annex.)	- giving information
සුභිල් : මේ අවටින්ද? (Somewhere around here?)	- inquiring
ස්කොට් : ඔව්. පන්සල පැත්තේ උසස් තමන් කෑ. (Yes. Even near the temple is o.k.)	- giving information
සුභිල් : මම සොයලා බලන්න. (I try to find.)	- promising
ස්කොට් : ලොකු උදව්වක්. (It's a great help.)	- thanking
Vocabulary උළු ටකරං පොල්අතු ගේ කාමරේ කුසපිස සාලේ ලැට් ටක/කකුසපිස වහලේ බිම දොර පහේලේ	

LESSON PLAN I

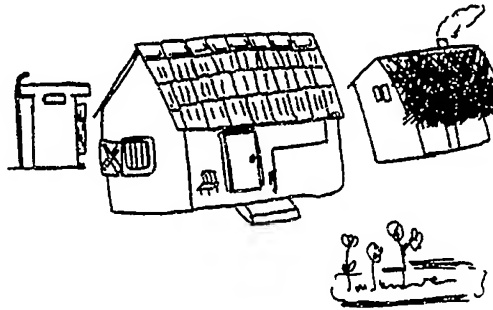
Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to ask for descriptions of houses
Teaching Point	Vocabulary: රුළු වතර, පොල්ලකු, ගේ පාමරේ කුසය, කාලේ ලැටි චූෂ/කකුසය, වතරේ කිම දොර පහේල
Materials needed	Model home, pictures, index cards

Procedure

1. Warm up/Review:

2. Presentation:

Present the vocabulary using a model house or a picture showing all the vocabulary items above. You could also get some examples from the room.



3. Practice:

Listening -

- Write the English words of the above on index cards with pictures and distribute them among the students. Ask the students to show you the correct card when say the vocabulary item in Sinhala.

House	Hall	Room	Kitchen	door
-------	------	------	---------	------

etc...

2. Ask the students to listen to the following cloze passage and fill in the missing words.

පුල්ස් ඉන්නේ නුතුවල. එයාට පොඩි ගෙයක් තියෙනවා. එයාගේ ගෙදර, කාමරෙකුයි, සාලෙකුයි, කුසියකුයි තියෙනවා. වහලේ උළු තියෙනවා. බිම පිමෙන්ති දාලා. එයා එලියට යනකොට දොර වහලා යතුර ගෙතියනවා. එයාගේ ලැට එක තියෙන්නේ ගේ පිටිපස්සෙ. පුල්ස්ගෙ ගමේ පොඩි ඉස්කෝලයක් තියෙනවා. ඒක හදලා තියෙන්නේ පොල් අතු වලින්. ඒ නිසා එයා වහරා දාලා අලුත් ඉස්කෝලයක් හදුවා.

Listening & Speaking -

1. Ask questions based on the passage and get the students to answer the them.

- පුල්ස් ඉන්නේ කොහෙද?
- එයාගෙ ගෙදර ලොකුද?
- එයාගෙ ගෙදර කාමර කීයක් තියෙනවද?
- එයාගෙ ගෙදර සාලයක් තියෙනවද?
- එයාගෙ කාමරේ තියෙන්නේ මොනවද?
- එයාගෙ ගමේ ඉස්කෝලේ වහලට දාලා තියෙන්නේ මොනවද?
- එයා අලුතෙන් හදන ඉස්කෝලේ වහලට දාන්නේ මොනවද?

Speaking -

1. Teacher show the above index cards and students say the words.

4. Application (use)

Ask the students to describe their house in America

මගේ ඇමරිකාවේ පවුලේ ගෙදර ලොකුයි. එහේ තිදෙන කාමර තුනකුයි කුසියකුයි ලොකු සාලෙකුයි තියෙනවා. ලැට එක තියෙන්නේ කාමරේ ඇතුළේ...etc.

Use the completed listening exercise as a guide to make descriptions.

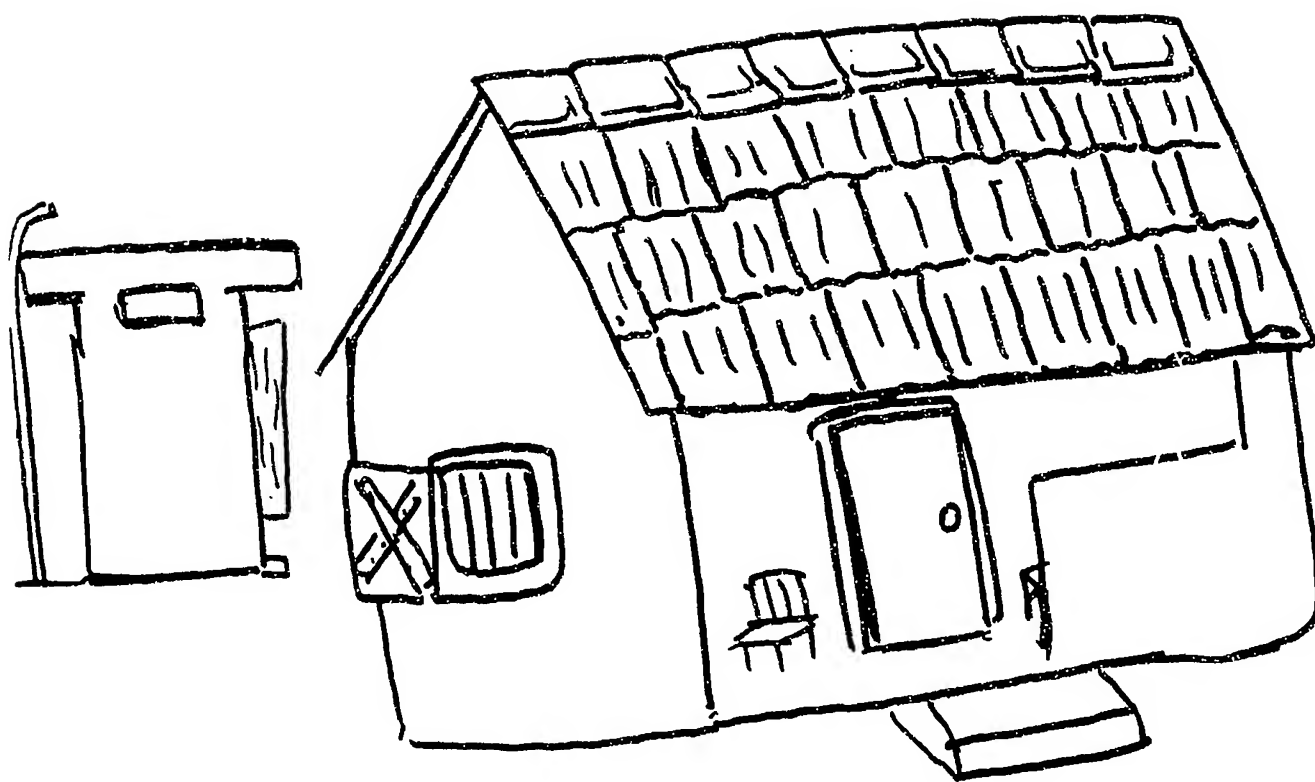
5. Assessment (Task):

Send the students to meet some Sri Lankans and ask the description of their houses. Later they come and report to the class.

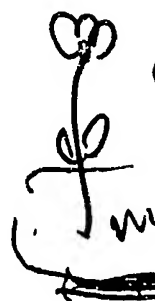
6. Contingency Plan:

Put pictures or words of different rooms and facilities in a house or apartment in different places in the classroom (e.g., bedroom, living room, kitchen, bathroom, etc.). Review these rooms and facilities. Ask, *කුසලය කොතැනද?* The students point to the picture or word called and say *කමරය. ගුරුය. එළිය* etc. Students take turns asking each other for the location of different rooms and facilities.

7. Comments/Self Evaluation



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LESSON PLAN II

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Picture dialogue

Procedure

1. Warm up/Review:

5 mins

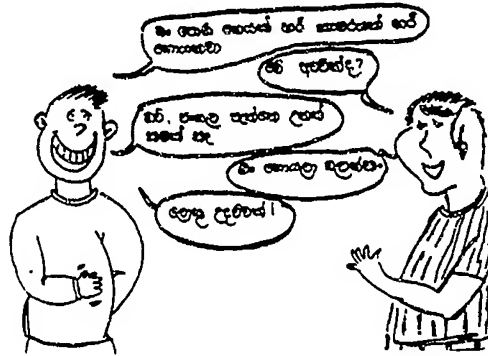
Review all the necessary vocabulary and grammar.

2. Presentation:

15 mins

Introduce the vocabulary: **හොඳයි, දිවයි, පස්සල පැය, හොඳා බලන්න** using pictures and picture dialogues. Introduce the phrase **ලොකු උදව්වක්**.

Introduce the dialogue using a picture depicting a PCT asking a friend to locate a house near by.



3. Practice:

Listening -

10 mins

Read out the dialogue several times for the students to listen to the different intonation patterns.

Use possible substitutions and read again.

Listening & Speaking -

10 mins

Get the students to repeat the dialogue after you. In groups and then individually.

Take roles and practice the dialogue with the students.

Speaking -

10 mins

Students practice the dialogue in pairs.

4. Application (use):

Design a role-play and administer.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

මං හෙඩ් ගෙයක් හරි කාමරයක්
ගෙයනවා

ඔේ අවිත්ද?

ඔව්, එසල පැත්තෙ උන්
තමන් නෑ.

මං ගෙයලා බලන්න.

ලොකු දුර්වක්!



Housing

Competency : To get information about rent and utilities

Situation : In the landlord's home

Dialogue

Roles: PCT/Teacher	Functions
<p>ස්කොට් : ගෙවල් කුලිය කීයද? (How much is the rent?)</p> <p>ගෙවල් අයිතිකාරයා : එතකං ඉතිං පස්සේ අයිතිකාරයා : කතාකරගනුනො. (We can discuss it later. Can't we?)</p> <p>ස්කොට් : එහෙම නෙමෙයි. ඒ ගැන දැ කතාකරගත්තම ලේයියි. (That's not the way. It is easy for both parties if we discuss it now.)</p> <p>ගෙවල් අයිතිකාරයා : එහෙමනං මානෙකට රුපියල් දහක්. අයිතිකාරයා : වැඩිද? (If so, Rs.1000 per month. Is it too much?)</p> <p>ස්කොට් : ලි බඩුත් එක්ක ද? (With furniture. Isn't it?)</p> <p>ගෙවල් අයිතිකාරයා : (Ye</p> <p>ස්කොට් : හොඳය. ඒ ගැන වැඩි නැ. (o.k. It's a fair deal)</p>	<ul style="list-style-type: none"> - asking for information - suggesting - controdicing - agreeing - inquiring - giving information - agreeing
<p>Vocabulary</p> <p>ගෙවල් කුලිය ලි බඩු ඇඳුමු මිලේ ලාමුමු වලං පිතං ලිපි කිරීමකේ</p>	

LESSON PLAN I

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the new vocabulary items in a communicative drill exercise
Teaching Point	Vocabulary: ගෙවල්, කුලිය, ලී බඩු, ඇඳ, පටු, මේසය, ලෑම්, වලං, පිහං, ලීට, සිරිමංගල්ල, පටු, මේසය
Materials needed	Pictures, paper strips,

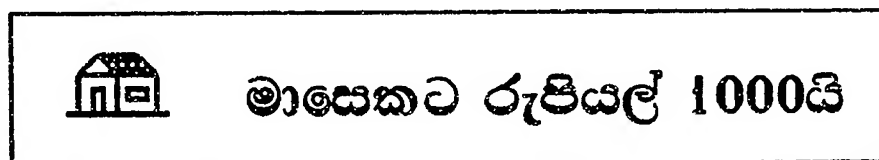
Procedure

1. Warm up/Review: 5 mins

Show and talk about some typical Sri Lankan houses and the furniture and other decorative items they might have.

2. Presentation: 15 mins

Introduce ගෙවල්, කුලිය using a picture .



Introduce all the other vocabulary items using pictures.

Introduce both singular and plural form of the new words.

3. Practice:

Listening - 15 mins

1. Distribute the pictures among the students and ask the students to show you correct picture when you say aloud.

2. Listening Cloze:

කැරන් ස්ටේට්ස් සේවිකාවක්. එයා ඉන්නේ මාතර. එයා තනියම ඉන්න නිසා එයාට කැම උයන්න වලං කැම කරන්න පිහිටා තියෙනවා. ගෙදර electricity නැති නිසා ලාඕසු පත්තු කරනවා. එයාට ගැස් ලීසකුයි දර් ලීසකුයි තියෙනවා. ගෙදර ගොඩක් ලීබඩු කෑ හැබැයි ඇඳකුයි පුටු දෙකකුයි ඔබ්බෙකුයි තියෙනවා. එයාට තාම හොඳට පොල් ගාන්න බෑ. එයා හිරිමණේ පාර්ට්ටි කරන්න පුරුදුවෙනවා. එයා ඉන්න ගෙදරට මාසෙකට රු. 1500ක් ගෙවල් කුලී ගෙවෙනවා.

Listening & Speaking -

10 mins

1. Say a related word and get the students to say correct vocabulary.

e.g. Tr: වාඩිවෙනවා Ss: පුටු
Tr: පොල් ගානවා Ss: හිරිමණේ etc..

Speaking -

10 mins

1. Students work in pairs. One student says a vocabulary item and the other student says what do we do with it.

Student A: ලීස Student B: උයනවා
Student A: හිරිමණේ Student B: පොල් ගානවා etc..

4. Application (use):

10 mins

Ask the students to practice the following drill using substitutions.

Student A: වලං පාර්ට්ටි කරන්නේ මොනවටද?
Student A: කැම උයන්න

5. Assessment (Task):

Ask the students to find out names of some other items used in Sri Lankan homes.

6. Contingency Plan:

Show pictures of typical housing in Sri Lanka and have students choose the one they would prefer and tell why. Example:

Student A: මම මේ ගෙදරට කැමතියි.
Student B: ඇයි?
Student A: එහේ ලොකු සාලයක් තියෙන නිසා.

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Picture, role play cards

Procedure

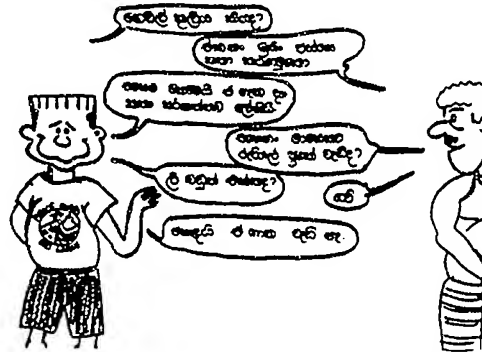
1. Warm up/Review: 5 mins

Review all necessary vocabulary items and phrases.

2. Presentation: 5 mins

Introduce the phrases-දැනට කොතරාක්වත් ලේදියා

Introduce the dialogue using a picture depicting a landlord and PCT at a Sri Lankan house.



3. Practice: 5 mins

Listening -

Read out the dialogue several times for the students to listen.

Listening & Speaking - 5 mins

Take roles and practice the dialogue with the students.

Speaking - 10 mins

Students practice the dialogue in pairs.

4. Application (use):

15 mins

Role Play:



Roles: PCT/Landlord/Landlady

Situation: At a Sri Lankan home.

Purpose: PCT wants to find a house to live after the site placements. He/She meets this Landlord and negotiate a deal to rent the house. PCT inquires rooms, facilities and charges. Landlord shows around the house and responds to questions asked.

5. Assessment (Task):

Ask the students to find out rents for different kinds of houses in the area.

6. Contingency Plan:

Landlord / Tenant Game: Write sets of cards with information about places to rent on them.

Sample Cards:

Landlord:

- 2 bedroom annex
- utilities included
- furnished
- deposit required
- Rs. 2000 per month

Tenant:

- 2 bedroom annex.
- utilities included
- furnished
- deposit required
- Rs 2000 per month

Change the information in the other sets. Make enough sets so that half of the students can be landlords and other half tenants. Distribute the cards. Have the landlords sit in a row on one side of the room. Have the tenants go around to the landlords and ask questions about the places for rent. When the tenant finds a landlord who matches the information on his card, the tenant sits down next to the landlord.

7. Comments/Self Evaluation

ගෙවල් කුලිය කීයද?

එකනං මුත්තං පස්සෙ
කතා කරගත්තො.

පහෙම හෙමයි. එ ගැන දැ
කතා කරගන්නම ලෙසයි.

පහෙම මාසකර
රාජ්‍යයේ දුගන් වැඩිද?

ලී බඩුන් එක්කද?

ඔව්

හෙදයි. එ ගැන වැඩි නෑ.



M

Topic XIII: Employment

Competencies

Page

- (1) To describe his/her Peace Corps assignment:

Dialogue I
Dialogue II

01-05
06-16

Employment

Competency : To describe his/her Peace Corps assignment

Situation : Sri Lankan home/Any social situation

Dialogue I

Roles: PCT/Sri Lankan	Functions								
<p>පුරි : ලංකාවේ කරන්නේ මොකවද? (What are you doing in Sri Lanka?)</p> <p>පිම් : ඉංග්‍රීසි ගුරු විද්‍යාල ගුරුවරු පුහුණු කරනවා. (I am training English teachers at English Teacher training College)</p>	<p>- asking for information</p> <p>- giving information</p>								
<p>Vocabulary</p> <table border="0"> <tr> <td>අධ්‍යාපනය</td><td>පුහුණු කරනවා</td></tr> <tr> <td>අධ්‍යාපන අමාත්‍යාංශය</td><td>නිවාඩු</td></tr> <tr> <td>ගුරු විද්‍යාල</td><td>නිවාඩු කාලය</td></tr> <tr> <td>අනුබද්ධ විශ්ව විද්‍යාල</td><td>වෙලින් එක</td></tr> </table> <p>Phrases</p> <p>එක එකිනෙක එක ක නිකං ඉන්නවා</p> <p>Idioms</p> <p>අසිඳ ගන්නවා</p>		අධ්‍යාපනය	පුහුණු කරනවා	අධ්‍යාපන අමාත්‍යාංශය	නිවාඩු	ගුරු විද්‍යාල	නිවාඩු කාලය	අනුබද්ධ විශ්ව විද්‍යාල	වෙලින් එක
අධ්‍යාපනය	පුහුණු කරනවා								
අධ්‍යාපන අමාත්‍යාංශය	නිවාඩු								
ගුරු විද්‍යාල	නිවාඩු කාලය								
අනුබද්ධ විශ්ව විද්‍යාල	වෙලින් එක								

LESSON PLAN I

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items to describe their work
Teaching Point	Vocabulary: අධ්‍යාපනය සූත්‍රණීය කර්මවා අධ්‍යාපන අමාත්‍යාංශය නිවාඩු ගුරු විද්‍යාල නිවාඩු කාලය අනුබද්ධ විශ්ව විද්‍යාල ඩෙලික් එක
Materials needed	Pictures, listening grids

Procedure

1. Warm up/Review: 5 mins

Talk about students work places and get to know where everybody is going to be working.

2. Presentation: 15 mins

Introduce අධ්‍යාපන අමාත්‍යාංශය ගුරු විද්‍යාල අනුබද්ධ විශ්ව විද්‍යාල ඩෙලික් එක using pictures and translations.

Introduce සූත්‍රණීය කර්මවා using a picture.

Introduce නිවාඩු නිවාඩු කාලය using a calendar.

3. Practice:

Listening - 15 mins

- Students listen a passage and fill in the grid with appropriate numbers.

ලංකාවේ ස්වේච්ඡා සේවකයෝ 50 ක් ඉන්නවා. තිස් දෙනෙක් අධ්‍යාපන අමාත්‍යාංශය වැඩ කරනවා. ඒකෙන් තුන් දෙනෙක් ගුරු විද්‍යාල ගුරුවරු සූත්‍රණීය කරනවා. තව දහ අට දෙනෙක් ඩෙලික් එකේ උගන්නනවා. ඉතුරු හත් දෙනා අනුබද්ධ විශ්ව විද්‍යාලවල වැඩ කරනවා.

Listening Grid:

ආයතනය	ස.සේ. ගණක
ගුරු විද්‍යාල	
වෙලින් එක්	
අනුබද්ධ විශ්ව විද්‍යාලවල	
අධ්‍යාපන අමාත්‍යාංශය	

Listening & Speaking -

10 mins

- Students listen to clues and say the institutions.

- එක් ගුරුවරු ඉගෙනගන්නවා.
- එක් ගුරුවරු වෙනම ඉන්න අය ඉංග්‍රීසි ඉගෙනගන්නවා.
- එක විශ්ව විද්‍යාලයක් වගේ etc..
- එදාම වැඩ කරන්නේ නෑ etc..

Speaking -

10 mins

- Students practice the following dialogues using all the above learnt words.

Student A: මගේ වැඩ කරන්නේ කොහෙද?
 Student B: කුඩුර වෙලින් එක්
 Student A: එක මොන අමාත්‍යාංශයද?
 Student B: අධ්‍යාපන අමාත්‍යාංශය.

4. Application (use):

10 mins

Students give a description of their work place and about their work.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review: 5 mins

Review the relevant vocabulary.

2. Presentation: 5 mins

Present the dialogue using a picture dialogue.



3. Practice:

Listening - 5 mins

Read out the dialogue several times for the students to listen.

Listening & Speaking - 5 mins

Take roles and practice the dialogue using substitutions.

Speaking - 10 mins

Students practice the dialogue in pairs

4. Application (use):

10 mins

Role Play:

Roles: PCT/Sri Lankan

Situation: Any social situation

Purpose: The Sri Lankan is inquisitive to find out details of the PCT and ask all kinds of questions including question about work. PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



ලංකාවේ කාර්න්තලා මොනවද?

මුංග්‍රිසි ගුරු විද්‍යාල
ගුරුමරු පුහුණු කරනවා

003

Employment

Competency : To describe his/her Peace Corps assignment

Situation : Sri Lankan home/Any social situation

Dialogue II

Roles: PCT/Sri Lankan	Functions
<p>සුභිල් : ඔබ පිස්කෝ එක මොනවගෙ සංවිධානයක්ද?</p> <p>(What kind of organization Peace Corps is?)</p> <p>වම : ඒක ඇමරිකන් ආකාපති කාර්යාලයට සම්බන්ධ කරනු ලබන ස්වේච්ඡා සංවිධානයක්.</p> <p>(It is an international voluntary organization attached to the American Embassy.)</p> <p>සුභිල් : එහෙත්, ඔබත්ඥයාට ලොකු පඩියක් හම්බවෙනවා ඇති හේද?</p> <p>(Then, you may be drawing a good salary. Isn't that so?)</p> <p>වම : නෑ, මං ස්වේච්ඡා සේවකයෙක්නේ. අපිට පඩියක් ගෙවන්නේ නෑ. ලැබෙන්නේ දීමනාවක් විතරයි.</p> <p>(No. I am a volunteer. So that I am not paid. I get only an allowance.)</p>	<p>- asking for information</p> <p>- giving information</p> <p>- asking for information</p> <p>- giving information</p>
<p>Vocabulary</p> <p>ආණ්ඩුව ආකාපති කාර්යාලය සංවිධානය පිස්කෝ අරමුණු 3</p> <p>පඩිය දීමනාව වියදං</p> <p>පඩි ගෙවනවා පඩි හම්බවෙනවා වියදං කරනවා හිතං වැඩ කරනවා</p>	
<p>Grammar</p> <p>V (present tense) + ඇති (Likely)</p> <p>V (Emphatic) + emphasized item + විතරයි</p>	

LESSON PLAN I

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary in a given role play
Teaching Point	Vocabulary: <div style="display: flex; justify-content: space-between;"> <div> ආණ්ඩුව ආර්ථිකය සංවර්ධනය පිස්සෝ අරමුණු 3 </div> <div> සවිස දිව්‍යාචනා විසදා නිකං වැඩ කරනවා </div> <div> සවි ගෙවනවා සවි හම්බවෙනවා විසදා කරනවා නිකං වැඩ කරනවා </div> </div>
Materials needed	Pictures, listening grid, role play cards

Procedure

1. Warm up/Review: 5 mins

Review the vocabulary from the previous lesson.

2. Presentation: 10 mins

Introduce the vocabulary using pictures and translations.

3. Practice:

Listening - 15 mins

1. Students listen to the following passage and fill in the missing words.

පිස්සෝ සංවර්ධනය ස්වේච්ඡා සේවා සංවර්ධනයක්. මේක
ලංකාවේ ආණ්ඩුව එක්ක වැඩ කරනවා. මේ සංවර්ධනය
ඇමෙරිකානු ආර්ථිකයේ ආර්ථිකයට සම්බන්ධ එකක්. ලංකාවේ
දැනට ස්වේච්ඡා සේවකයෝ 54 දෙනෙක් ඉන්නවා. මෙයාලා
ලංකාවේ ගොවිත්තු පලාත්වල වැඩ කරනවා. මෙයාලට සවිසක්
හම්බවෙන්නෙ නෑ. එයාලට හම්බවෙන්නෙ දිව්‍යාචනා. එයාලා
නිකං වැඩ කරනවා.

Listening & Speaking - 10 mins

1. Students answer questions like the following based on the above passage.

- පිස්සෝ සංවිධානය මොන සංවිධානයක්ද?
- මේ සංවිධානය වැඩ කරන්නේ කා එක්කද?
- මේ සංවිධානය සම්බන්ධ මොන කාර්යාලයවද?
- දැනට ලංකාවේ ස්වේච්ඡා සේවකයෝ කීදෙනෙක් ඉන්නවද?
- මෙයාලට පඩියක් හම්බවෙනවද?
- මෙයාලට හම්බවෙන්නේ මොකද්ද?

Speaking -

1. Write questions like the above on pieces of paper and make sets.
Give one set to each pair. Student work pairs. One student picks up a strip and asks the question and other answers.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Sri Lankan
Situation: Any social situation/any formal situation
Purpose: Sri Lankan asks lots of questions about the organisation and personal questions about the salary etc..
PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the grammar in a given task
Teaching Point	Grammar: V (present tense) + ಘಟ (Likely)
Materials needed	Picture dialogues, MCQ charts, question strips

Procedure

1. Warm up/Review:

5 mins

Review the adjectives if necessary.

2. Presentation:

15 mins

Introduce the grammar using picture dialogues.



3. Practice:

Listening -

15 mins

- Students to listen to a description and select the correct meaning on a MCQ chart.

1. බස් එක සත්හ ඇති. ඒ කියන්නේ....

 - බස් එක සතවා
 - බස් එක ගියාද නැද්ද දන්නෙ නෑ
 - බස් එක ගිහිල්ලා
2. පුහිල් සිගරට බොනවා ඇති. ඒ කියන්නේ....

 - එයා සිගරට බොනවා
 - එයා සිගරට බොන්නෙ නෑ
 - එයා සමහරවිට බොනවා
3. සැලිට මහත්සි ඇති. ඒ කියන්නේ...

 - එයාට මහත්සි නෑ
 - එයාට මහත්සිසි
 - එයාට මහත්සිද කියලා හරියටම දන්නෙ නෑ
4. මේ දවස්වල කොළඹට වහිනවා ඇති. ඒ කියන්නේ....

 - කොළඹට වහිනවිද දන්නෙ නෑ
 - කොළඹට වහිනවා
 - කොළඹට වහින්නෙ නෑ
5. මාතර කෝවිලිය දැන් කොළඹට ගිහිල්ලා ඇති. ඒ කියන්නේ....

 - ඒක කොළඹට ගියා
 - ඒක කොළඹට ගියාද හරියටම දන්නෙ නෑ
 - ඒක කොළඹට ගියේ නෑ

Listening & Speaking -

10 mins

- Read out the following sentences and get the students to make sentences using the grammar.

-මං බස් හෝල්ට් එකට ගියා. බස් එක නෑ.
 -සැලි අද උදේ කැපේ නෑ.. මං හිතන්නෙ එයාට.....
 -මං හිතන්නෙ කැලේ ගොඩක් කුඩැල්ලෝ.....
 -නොසෙල් කිදි. ඇයි? එයාට
 -සමහරක් වමනේ දානවා. ඇයි? ඒකේ රැ එයා

Speaking -

10 mins

- Write the following questions on paper strips and get the students to ask and answer in pairs by picking one by one.

What might your father be doing now?

What things might be there in the White house?

How might the FIJI island be? (climate)

He is sick. How might he feel?

What might the President would have done this morning

4. Application (use):

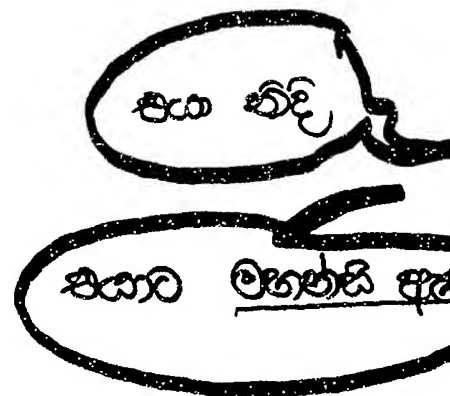
10 mins

Send the students to find out from the Sri Lankans what might be happening in their households at the present moment.

5. Assessment (Task):

6. Contingency Plan:

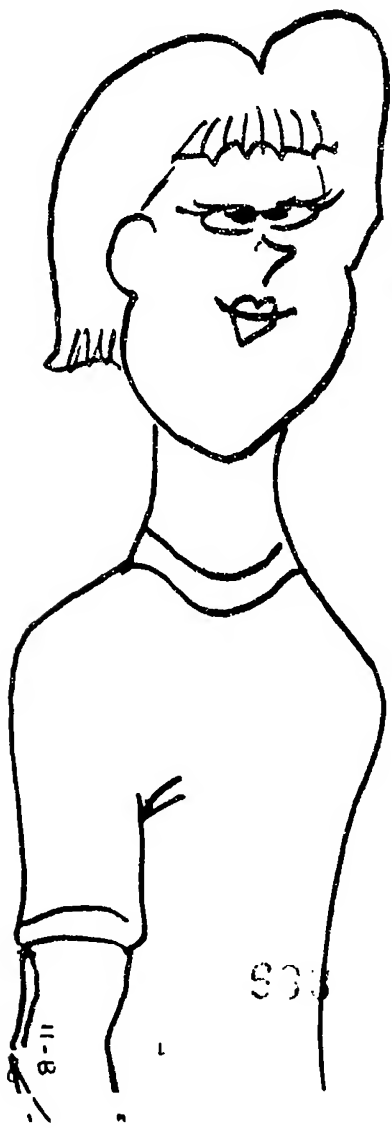
7. Comments/Self Evaluation



අනුරාධ පුරේව ගොඩන ආයතල

එහෙත් , ගොඩන රිස්වා ඇති

මේ.



933



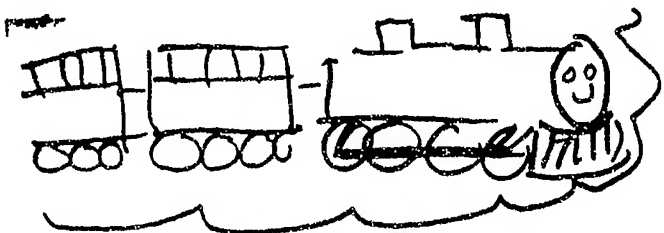
අපොයි! ඊට අවිඳින්න යන්න ඒවා.

ඒ මොනද?

ගොඩක් නයි අලුති.

අයිශෝ. පිහොනං මං යන්නෙ නැ.





මාතර ආරම්භය ගියාද?

දන්නා හැ. සමහර විට
යන්න ඇති.



മിയാഗെ ക്വര്ടീജാലെ നാഷണാ
ദ്യൂൺ ഞാൻ ഉൾക്കൊള്ളിക്കും.

അത് ദൃഷ്ടി TV ഉൾക്കൊള്ളിക്കും

LESSON PLAN III

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the grammar and describe their peculiar habits
Teaching Point	Grammar: V(Emp.) +emphasized item+ විතරයි
Materials needed	Picture dialogues, paper chips

Procedure

1. Warm up/Review:

5 mins

Review present emphatic form of the verb.

2. Presentation:

15 mins

Introduce the concept using picture dialogues.



Topic: Employment

12

3. Practice:

Listening -

10 mins

1. Read out three sentences at a time and ask the students to say whether the sentence is right or wrong.

1. පියසේන බොනවා අරක්කු විතරයි
2. පියසේන බොන්නෙ අරක්කු විතරයි
3. එයා බොන්නෙ විතරයි අරක්කු
4. මං එළොලු විතරයි කතවා.
5. මං එන්නෙ බස් එකෙන් විතරයි
6. එයා විතරයි අදින්නෙ T-Shirts.

Listening & Speaking -

15 mins

1. Read out two sentences and ask the students to join and make sentence using the structure.

- සෙති එළොලු කතවා. මස් කන්නෙ නෑ
- තිලන්ති කුකුල් මස් කතවා. හරක් මස් කන්නෙ නෑ.
- කොසෙල් light vehicles එලවනවා. Heavy vehicles එලවන්නෙ නෑ
- ගිහිකා සාරයි ගවුනුයි අදිනවා. එයා Jeans අදින්නෙ නෑ.
- සමසත් සිංදු කියන්න දන්නවා. නවත්ත දන්නෙ නෑ
- බුසත් ඇමරිකාවේ කෑම උයනවා. ලංකාවේ කෑම උයන්න දන්නෙ නෑ.

Speaking -

10 mins

1. Write nouns of different categories on pieces of paper and make sets for pairs. Students work in pairs and make sentences having picked up the pieces of paper.

Example:

අරක්කු

Student: මං බොන්නේ අරක්කු විතරයි

Cartoons

Student: මං බලන්නෙ Cartoons විතරයි

4. Application (use):

10 mins

Students describes their peculiar habits as the above sentences.

ම. බොක්කේ ඇරිකු වීතරයි.

ම. කකුකරන්නෙ ඉංග්‍රීසි වීතරයි etc

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

මියාව කුකුළු මස් පිසා පෙනෙද්දී:

පියා:

ඇයි?

ඔ කන්න පලේල
විතර්ස!



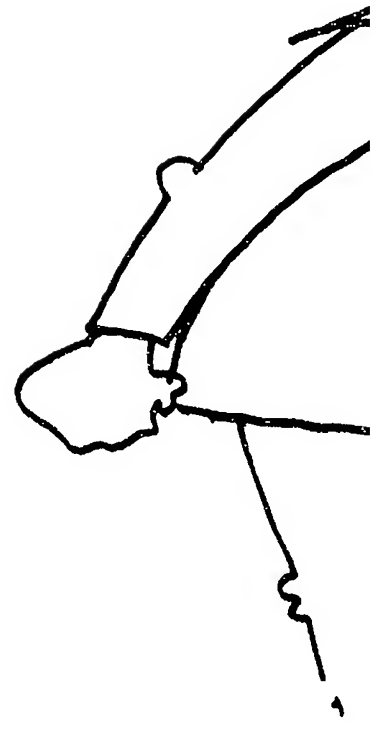
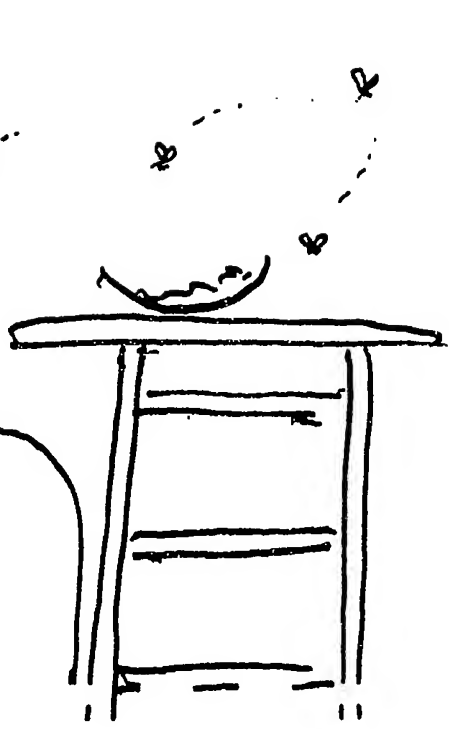
මේ පතර ආ කර්මද?

පිණිනං පිත

නිද

ආය?

මං තොන්ත පුරිපු පතර විතර්ය.



LESSON PLAN V

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Dialogue strips, role play cards

Procedure

1. Warm up/Review: 5 mins

Review all the relevant vocabulary items and grammar.

2. Presentation: 10 mins

Cut the dialogue into words and mix them up. Make two sets. Divide the class into two teams. Ask them to put the dialogue together quickly. The first team to arrange it meaningfully gets a round of applause.

3. Practice:

Listening - 10 mins

Make a listening cloze using the dialogue and ask the students to fill in the missing words when you read it out.

සුචිල්: ඔබ පිස්කෝ එක මොනවගෙ සංවිධානයක්ද?

විමි: එක ඇමරිකන් තානාපති කාර්යාලයට සම්බන්ධ ජාත්‍යන්තර ස්වේච්ඡා සංවිධානයක්.

සුචිල්: එහෙනං මහත්තයාට ලොකු පඩියක් හම්බවෙනවා ඇති නේද?

විමි: නැ. මං ස්වේච්ඡා සේවකයෙක්නේ. අපිට පඩියක් ගෙවන්නේ නැ. ලැබෙන්නේ දීමනාවක් විතරයි.

Listening & Speaking -

5 mins

Take roles and practice the dialogue with the students.

Speaking -

10 mins

Students practice the dialogue in pairs.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Sri Lankan

Situation: At a social function

Purpose: Sri Lankan asks questions about PC and other details. PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

Section 3

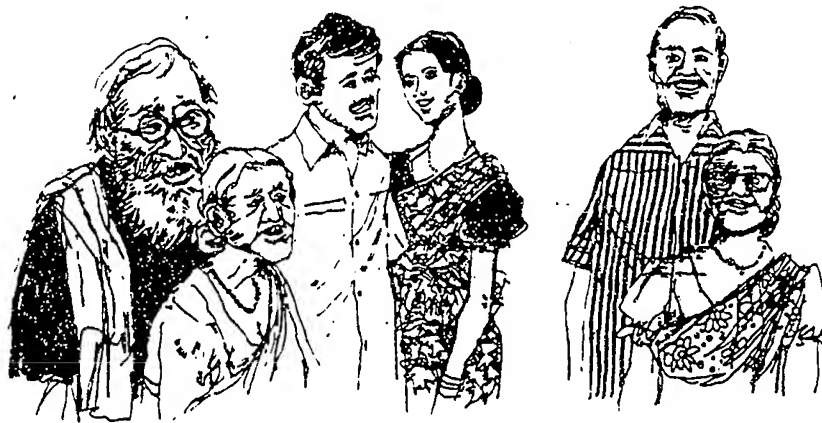
Culture Notes

Topic	Page
Personal Identification	1-2
Host Family	3
Classroom Orientation	4
Social Life	5
Food	6
Health	7
Clothing	8
Shopping	9
Directions	10
Transportation	11
Communication	12
Housing	13
Employment	14



PERSONAL IDENTIFICATION

CULTURE



The questions Sri Lankans ask people they've just met or been introduced to, are - where they are from, if they have brothers and sisters, whether they are married and where they work. PCVs should expect these questions even from strangers.

To a Sri Lankan the 'Family' represents the extended family with even third and fourth cousins considered members of this family. Each member of this extended family has well defined roles and responsibilities. The kinship terms reflect this. The range of kinship terms is much wider than that in the west.

Relationships with women are another consideration. In Sri Lankan society, a man's relationship with a woman is always formal unless they are blood relations or have known each other for some time. In a village the social structure itself make sure that this rule is followed, but in the apparently more relax urban community it is easy to make a *faux pas*. On the whole, married women are far less protocol-conscious than the unmarried, in whom both mothers and the norms of society have drummed the fact that modesty and reserve are valued qualities in young women.



A rule of thumb for all might be to start formally without being too distant or too friendly and gradually thaw out. To start off with plenty of *bonhomie*, being everyone's friend, is an obvious mistake, and although most Sri Lankans are too polite to criticize directly, it could lead to the formation of great reservations about your sincerity.

Greetings:

'ආයුබෝවන්' translated literally, means 'may you have a long life'. The proper optative form 'ආයුබෝ වේවා' is used when reacting propitiatory incarnations to the gods and demons, entering them to prolong the lives of persons believed to have been influenced by these gods.

In ordinary social conversation 'ආයුබෝවන්' is used as a form of greeting equivalent to 'Good Morning' or 'hi' or as a form of 'Good-bye'.

The influence of the 'Evil Mouth' and the 'Evil Eye' are part of the Sri Lankans' belief system. Sri Lankans do not, therefore, make complimentary remarks about a person's good health or his success. For example, a Sri Lankan would not comment on the abundance of a farmer's harvest. To do so would be to invite the destructive power of evil spirits. This belief is reflected in the response to 'How are you?'. The response is 'Not bad'.



The question 'Where are you going?' is another way of greeting, when you meet someone known on the street. The person who greets you does not expect an answer for that. In return, you can either say your exact destination or just say you go overthere.

HOST FAMILY

CULTURE

A Sri Lankan household, i.e. the type selected for PCV Home-Stays, usually consists of the family, one or two relatives and a domestic help. However, members of the extended family would be frequent visitors and a great deal of interaction would take place with such relatives and also with neighbors.



Children live in the parents's home up to the time they get married. Unmarried children live there permanently.



Male children are preferred by Sri Lankan parents. One reason for this is that daughters have to be provided with dowries. Parents are protective of male children, younger siblings defer to them. Young adult children are dependent on their parents, financially and emotionally in a manner that seems strange to young Americans. Host parents tend adopt the same protective attitude to PCV's.

The members of most Host families are bi-lingual and would speak to the PCVs in English even after the PCV achieved Sinhala language proficiency. This is because English is the language of formal social interaction.

CLASSROOM ORIENTATION

CULTURE



Academic Education enjoys a long tradition in Sri Lanka and the 'learned man' has an important place in the community. The teaching profession is, therefore, a respected one.

The traditional teacher - student relationship still prevails in the Sri Lankan classroom and the teacher's authority and views are rarely challenged.

Classroom furniture consists of desk and straight-backed chairs or benches. The students are not permitted to put their feet up on the chairs, nor to place their books on the floor.

SOCIAL LIFE

CULTURE



It is customary for a visitor to accept the food and drink that is offered in a Sri Lankan home even if he did not need refreshment.

Almost always tea is offered. It is served in cups with milk and sugar added. It is therefore necessary to cultivate a taste for this form of tea. The social events to which guests are invited are almsgivings, 'pirith' ceremonies, house warming ceremonies and Sinhala New Year ceremonies. refusals have to be expressed in indirect terms. For instance 'මම එන්න බැරිවෙයි' in effect means 'I am sorry I won't be able to be present'. But loosely translated would mean 'events will make it difficult for me to come'.

The expression 'කරුණාකරලා' (please) and 'බොහොම ස්තූතියි' (thank you) are used in formal situations. However, the same meanings are expressed by means of facial expressions and tone of voice also by adding the words 'පොඩ්ඩක්' or 'විකක්' meaning 'a little'.

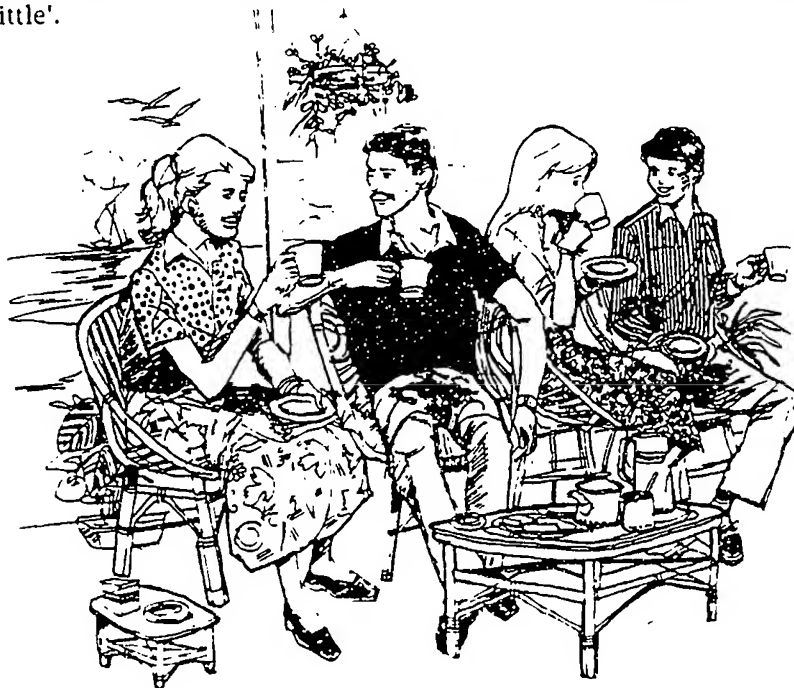


Illustration by: S. S. S.

FOOD

CULTURE

Sri Lankans eat 3 big meals a day; breakfast, lunch and dinner. Between meals they drink several cups of strong black tea to which a lot of milk and sugar have been added.

Lunch consists of rice and curries. Rice flour preparations - *ඉඳිආරා*, *ආරා*, *පිට්ටු* and *ජොටි* or bread is served at breakfast and dinner. Dessert is fruit or curd and treacle. *ඔරිබත්* (milk rice) is yet another breakfast dish which is made on festive occasions. To the Western palate Sri Lankan food is highly spiced and hot. The wide range of spices - Cardamom, nutmeg, cloves, cinnamon, coriander, fenugreek etc. and the chilies and herbs give Sri Lankan food its piquancy.



The Sri Lankan hostess rarely sits at table with her guest. She moves to each guest, dish and spoon in hand serving him several times over. The more food the guest consumes the happier the hostess is. 'Appropriate forms of refusing food' is presented in the lessons.

Cutlery versus Fingers:

Of course, a typical Sri Lankan meal should be eaten Sri Lankan style. Use your fingers but do try to be dexterous.

When mixing the rice with curry, take bits of this and pinches of that, lightly mix with a bit of rice with your finger tips and pop it in your mouth. Avoid getting your palm and fingers above the knuckle soiled. That is considered not quite polite. If you don't like using your fingers, call for cutlery. This is usually provided, even at meals you are invited to in a home where only Sri Lankans are expected,

HEALTH

CULTURE

The Ayurvedic system dating back several centuries, is the traditional system of medicine in Sri Lanka. Many people still prefer Ayurvedic treatment as the medicines are made of herbs and are free of chemicals. In rural areas, the Ayurvedic physician or වෛද්‍යවරයා is, very often, an astrologer as well. His practice is quite extensive and his standing in the community, high.

A consultation commences with the patient offering a sheaf of betel leaves to the doctor. The consultation fee is minimal and the medicines are inexpensive.

The Government Medical Colleges train doctors in the Western system of medicine. The Government has set up hospitals in every province. The medical treatment at these hospitals are free, but they are as a rule overcrowded and understaffed.



CLOTHING

CULTURE

Clothing can be had for a very reasonable price if you choose the location to buy it carefully. Although there are no discount shops as such in Sri Lanka, many 'discount' items can be found, especially in areas of Colombo, and other main cities, where attractively made local garments, some designed originally solely for export, can be found for sale in many of the 'boutiques'.



Sri Lankans can have clothes and shoes made to measure. The PCV often finds it necessary to have cotton clothes stitched, and slippers made. Used items are rarely thrown away. The watchmaker, the cobbler, the knife grinder, the radio repairer, the umbrellas man, can be found at busy junctions repairing items which some people think are beyond repair.

SHOPPING

CULTURE

Shopping in Sri Lanka generally falls into two categories: that which has to be done and that which one can enjoy doing. The first includes such mundane chores as getting the groceries and repairing what is broken, while the second includes everything from clothing to handicrafts. Grocery shopping covers both the daily marketing trips for perishable produce and the supermarket routine for the larger items. Many people have their servants do the former chores, keeping a book in which they record what they have spent, while they themselves be aware that you might end up paying higher prices for most items than the locals do. Also be aware that prices are seasonal and depend to a large extent on where the produce comes from and how constant the supply is. Fruits and basic commodities always tend to go up in price during festival seasons, such as the New Year, because the demand is high, and there are large profits to be made.

Supermarket shopping is very similar to that in Western countries - fixed prices and cashiers at checkouts - but again the supply is not always constant. The best thing about supermarket is that they are open long hours and all day on Sundays.



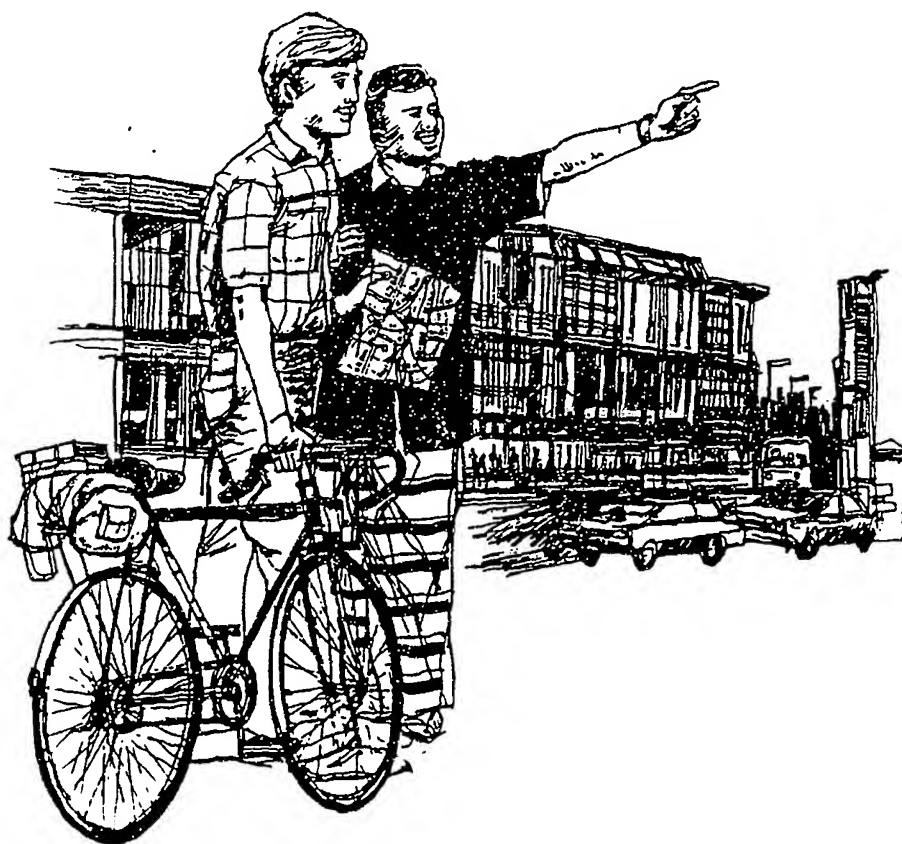
Culture Note

DIRECTIONS

CULTURE

If the PCV needs directions to get to his destination he could stop a stranger on the street or ask at a store. However, such information should be double-checked; people are anxious to help, and find it awkward to say they do not know this information. So, they end up giving directions and locations which they presume to be accurate but in fact are not.

Although Sri Lanka has officially adopted the metric system, distances are still computed in terms of Imperial measurement. In rural areas Sri Lankans do not express distances in exact terms - distances range from 'very near to very far'. Further, since these concepts are themselves relative 'very near' could turn out to be a good five miles away.



TRANSPORTATION

CULTURE

For those people who wish to travel a long distance and do not have a car nor access to one, there is all manner of public transportation. Trains and buses go to all parts of the island with remarkable frequency and even the remotest village can usually be reached within a day by using a combination of transportation systems.

Trains leave Colombo from either the Fort Station or Maradana station and go North, South and East. There is also a network of Intercity Express trains which do have reserved seats and these trains are comfortable and efficient. They cost a little more than the regular trains but the expense is well justified for the convenience of knowing that you have a seat and that there is a reasonable chance that your train will get to its destination on time.

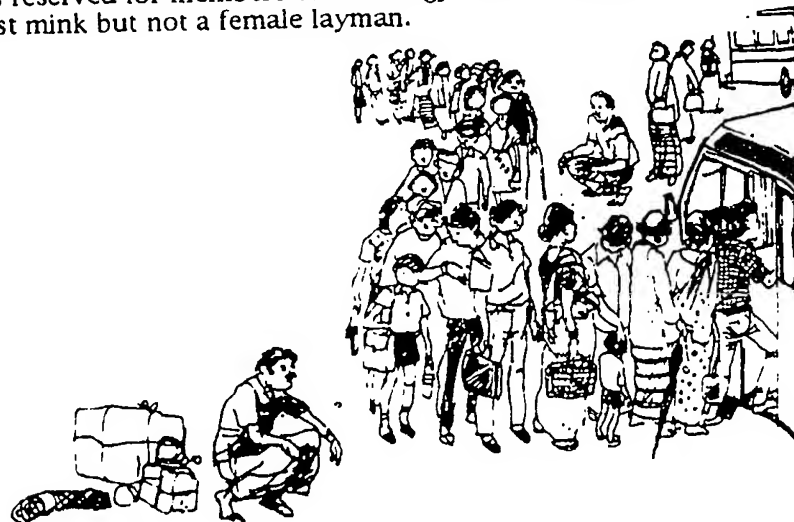
Bus transportation on the island is not as exotic as traveling by train, in any of its forms- but it is cheap, frequent and convenient. In most of the major cities there is a bus stop close to the railway station where buses to most of the outlying areas around that central location and to other cities on the island can be found.

Buses come in two varieties, government-owned and privately owned. Government-owned buses are all fairly large and it is quite possible that some of the seats will be broken or the lights not working. The private buses are usually smaller than the government buses - some of them are actually minibuses- and usually faster. The drivers have a reputation for being rather reckless at times as they are paid by the number of journeys that they make in a day.

The only snag with using any kind of bus in Sri Lanka is that it is likely to be very, very crowded. This is especially at rush hours, it is quite common to see buses, both large and small, careering down the road at an alarming rate with passengers literally hanging out of the doors.

Long distance buses and private vans make a stop for tea. For instance the Colombo-Galle buses stop at Ambalangoda.

Each seat can accommodate two adult passengers. The seat immediately behind the driver is reserved for members of the clergy. A male layman can sit next to a Buddhist monk but not a female layman.



Culture Note

COMMUNICATION

CULTURE



Post offices located in every large town, Sub Post Offices and Agency Post Offices provide facilities for mailing letters and parcels, sending telegrams and making telephone calls.

The General Post Office - the GPO - is the Central Post Office for the entire country and is located in Colombo 1. In-coming foreign parcels are handled by this Post Office. The first day covers of postage stamps are usually available only at this Post Office.

The Island's telecommunication system is managed by a Government Department. There are no public call boxes and if a person has no access to a private telephone he will have to use a telephone in a Post Office or in a store. Telephone calls are comparatively expensive and are therefore brief and to the point.

HOUSING

CULTURE

Sri Lankans do not move from one place to another. The dream of every Sri Lankan family is to build their own home. Even if work required them to move to another part of the country, they would eventually return to this home.

Landlords quote two different rents to foreigners and a lower rent to Sri Lankans. Once the PCV identifies himself as a volunteer and indicates that the Government Ministry has placed a ceiling on rents for PCV accommodation, he could negotiate for a more realistic rate.

Accommodation at PCV sites are not likely to be advertised in the newspapers. The most effective way of finding housing is along the local grapevine.

House repairs which require the services of skilled workmen, are the responsibility of the landlord. The tenant, is expected to attend to minor repairs.



WORK

CULTURE

All PCVs have dealings -- some more than others -- with Government Departments and Government officers.

The Ceylon Administrative system has been modeled on the one that was devised by the British Colonial Office for its colonies. Very few changes have been introduced since Colonial times. The Administrative Service is a highly structured bureaucracy with only the very few at the very top, wielding discretionary power.

One of the biggest challenges that PCVs face is learning to cope with the Administration's delays. There are two reasons for such delays which take place routinely. One is the 'red tape' involved and the other is the Asian concept of time. For Asians, time is flexible and is forever: so there are no expectations that appointments will be kept or deadlines met.



Section 4

Grammar Handouts

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May/Might

The idea of 'May/Might' in expressions such as 'x might go' etc. is expressed by a modal verb formed by adding - **මි/ම්** to the verb base.

verb-base		modal	
බල	look, see	බලමි	might look/see
කර	do,	කරමි	might do
වැඩි	grow	වැඩිමි	might grow
පිණ	ache	පිණමි	might ache
මද	rub	මදමි	might rub
දකි	see, notice	දකිමි	might see/notice

Note that when **මි** is added to verb-bases ending in **ඉ**, the sequence **ඉමි** is usually pronounced as **ඊ**

මදමි	-	මදඊ
දකිමි	-	දකිඊ

Of the irregular verbs so far given, only the following show a change:

ගත්	-	take, buy	= ගනිමි pronounces ගනි
ඉත්	-	be	= ඉදිමි pronounces ඉදි
and ද	-	put	= දකි or දමි

Other irregular verbs show no change. Thus,

ය	-	go	= යයි
ක	-	eat	= කයි

The modal usually takes a third person subject, singular or plural:

මල්ලි ඒ කොත ගනිමි.

Younger brother might buy that book.

ඊයාලා කෙටි කොළඹ යයි.

They might go to Colombo tomorrow.

The form is made by adding **ම්** to the verb base with these base changes:

1. When the verb base ends in a vowel, the vowel is lengthened if possible:

verb	verb-base	form
යනවා	ය	යාම්

කතවා	ක	තාව
තිසෙතවා	තිසෙ	තිසෙව්
ඵතවා	ඵ	ඵව්

2. If in the verb base, final vowel is අ or ඌ, it is lengthened to ආ:

බලතවා	බල	බලාව්
කරතවා	කර	කරාව්
බෙදතවා	බෙද	බෙදාව්

3. When the verb-base ends in ත්, ජ is added before ව්:

ගතතවා	ගත	ගතව්
දතතවා	දත	දතව්

4. A few verb-bases are irregular:

ඉතතවා	ඉත	ඉදිව්
ගෙතතවා	ගෙ	ගෙනව්

Might Not:

One way of expressing the idea 'might not' is by adding - එකක් නෑ to the present verbal adjective of the verb concerned:

එයා හෙට කොළඹ යයි - He might go to Colombo tomorrow.
එයා හෙට කොළඹ යන එකක් නෑ - He might not go to Colombo tomorrow.

ක්‍රිස් හෙට පොතක් කියවයි. - Chris might read a book tomorrow.
ක්‍රිස් හෙට පොතක් කියවන එකක් නෑ - Chris might not read a book tomorrow.

structure: present verbal adjective + එකක් නෑ

Might have / Would have / Must have:

The idea of 'might have / would have / must have' (as in 'x might have gone' etc.) is expressed by the infinitive form of the verb followed by ඇති (The case of the subject will be determined by the verb):

ලමයා කඩවට ගියා The child went to the shop
ලමයා කඩවට යන්න ඇති The child might / would have gone to the shop.

මල්ලි මුද්දර ගෙනාවා The younger brother brought stamps.
 මල්ලි මුද්දර ගන්න ඇති The younger brother might/would have brought stamps.

තාත්තාට බස් එක වැරදුනා Father missed the bus.
 තාත්තාට බස් එක වරදින්න ඇති Father might/would have missed the bus.

structure: v(infinitive) + ඇති

Might not be:

A **කැ** statement can be changed to a 'May/Might Not' modal by replacing **කැ** by **කැනුව** ඇති

තමේ පාන් කැ There isn't bread in the shop.
 තමේ පාන් කැනුව ඇති There may not be bread in the shop.

එයා හෙට එන්නේ කැ He won't come tomorrow.
 එයා හෙට එන්නේ කැනුව ඇති Might be he won't come tomorrow.

එයා ඊයේ ගියේ කැ He didn't go yesterday.
 එයා ඊයේ ගියේ කැනුව ඇති May be he didn't go yesterday.

Constructions with 'oone' (have to/must)

The idea one 'has to do' something is expressed in different ways in Sinhala.

1. MUST, SHOULD or HAVE TO

In order to express the idea of MUST, SHOULD or HAVE TO is expressed by the construction:

S (Direct) + infinitive of main verb + **මිනේ**

e.g. **මම සිංහල ඉගෙනගන්න මිනේ.**
I have to/must learn Sinhala.

The negative of this construction is formed by only adding **නෑ**

e.g. **මම සිංහල ඉගෙනගන්න මිනෙ නෑ**
I do not have to learn Sinhala.

2. SUPPOSED TO

In order to express the idea of 'SUPPOSED TO' is expressed by the construction:

S(Dative) + infinitive of main verb + **කියෙනවා**

e.g. **මට සිංහල ඉගෙනගන්න කියෙනවා.**
I am supposed to learn Sinhala.

The negative of this construction is formed by replacing **කියෙනවා** by **නෑ**

e.g. **මට සිංහල ඉගෙනගන්න නෑ**
I am not supposed to learn Sinhala.

3. SUPPOSED TO DO - unavoidable

The idea of one is supposed to do something and it is unavoidable is expressed by the construction:

S(Dative) + infinitive of main verb + **වෙනවා**

e.g. **මට සිංහල ඉගෙනගන්න වෙනවා**
I am supposed to learn Sinhala.
(The circumstances force me to learn Sinhala)

The negative of this construction is formed by adding **නැ** to the emphatic form of **වෙනවා**.

e.g. **මට සිංහල ඉගෙනගත්ත වෙනස් නැ.**
I am not supposed to learn Sinhala.

(This also conveys the meaning of 'I won't be able to I won't have todepending on the context.

After - පස්සේ

- A. After (පස්සේ) can occur as a post position. The past tense verb takes the dative case.

Structure: S + V(past tense) + පස්සේ

e.g. මයා නැවත පස්සේ මං නානවා.
 I'll bathe after you bathe.
 මයා නැවත පස්සේ මං නැවත
 I bathed after you bathed.

* The tense is determined by the final verb.

- B. The dependent noun of පස්සේ can take either a dative or instrumental case. The following four can take only dative case.

ඊ - ඊට	මේ - මේට
මයි - මයිට	ඈ - ඈට

e.g. ඊ මහත්තයා ඊට පස්සේ පොත් ලිව්වේ නැ.
 That gentleman did not write books after that.
 මේ පස්සේ මෙහේ එන්න එපා.
 Don't come here after this.
 මම පස්සේ මයා එන්න.
 You come after me.

Before - ඉස්සෙල්ලා

- A. before ඉස්සෙල්ලා can occur as a post position with a verb infinitive.

Structure: S + V (infinitive) + ඉස්සෙල්ලා

(මයා) බත් කන්න ඉස්සෙල්ලා ආ හෝදන්න
Wash your hands before you eat
මං ගෙදර යන්න ඉස්සෙල්ලා මයා ආවා
He came before I went home.

Temporal Clause - කං 'until'

Sinhalese forms 'until' temporal clause by adding කං to the present verbal adjective. The verb of the other clause will be in the form demanded by the sense:

STRUCTURE: Present Verbal Adjective + කං

- 1 එයා යනකං මං මෙතේ ඉන්නවා
Until he goes, I will stay here.
- 2 මං එනකං ඔයා ගෙදර ඉන්න
Until I come, you stay home.
- 3 ඔයා ටෙලිෆෝන් කරනකං මං ඔපිස් එයේ ඉන්න.
Until you telephone, I'll stay at the office.
- 4 ඒ ගොල්ලෝ එනකං අපි කෙල්ලං කෙරුවා.
Until they came, we played.

CONDITIONAL CLAUSES

I. PRESENT CONDITIONAL (IF) - කං

Structure: S + V (Simple Present Tense) + කං

e.g. *සිසුන්ට කතාකරනවිට වැඩි විස්තර දැනගන්න පුළුවන.*
If you talk to students, you can get more details.

මේක හොඳ ව්‍යාපෘතියක්. මං මේකට උදව් කරන්න කැමතියි.
If this is a good project, I like to assist.

The conjunction කං 'if' like the question marker ද ? may, in a simple statement, occur after the simple verb. Also like ද ?, it may occur after පිණිස , පුළුවන and කැමතියි in sentences with these forms, or after the predicate attribute in equational sentences.

When කං occurs as a conjunction 'if' at the end of a clause with a present tense verb, the implication may be either present or future, and the verb of the other ("then") clause will be in the form demanded by the sense.

In an emphatic statement it may occur after the emphasized item, but not after the emphatic form of the verb.

e.g. *මක යන්නේ රැස්වීමටනං මේ පොත් වහන් ගෙනියන්න.*
If it is to the meeting that you are going, (you) take these books with you.

II. S + V (Simple Past Tense) + කං

අපි තව වහන් වැඩ කරනං මේ වැඩේ ඉවර කරන්න හිමුන.
If we had worked little more we would have finished this work.

මක ඊයේ කීවානං අද ඊයේ හේතවා.
If you had told me yesterday I would have brought it today.

The action refers to past time.

If he had he would have

When the verb of a ක• 'if' clause is in the simple past tense, the implication is generally past contrary to fact (if he had gone). The verb of the other clause will commonly be in the present tense.

ම• තව ටිකක් පරතක් චූතාතං මහත්තයා අල්ලාගත්ත හම්බවෙන්නේ නෑ.
If I had been a bit late, I wouldn't have been able to catch you.

ඊයා කන්නේරුවට ගියාතං ලොකු මහත්තයා හම්බවෙතවා.
If he had gone to the office, he would have met the big boss.

III. PAST CONDITIONAL (IF) - මත්

Structure: S + V (Past Tense) - a + මත්

e.g. ඊයා ආවොත් මට කියන්න.
If he comes today tell me (i.e., after he comes).

ම• කඩුව ගියොත් පිහරට පැකට් එකක් ගෙන්න.
If I go to the shop I will bring a pack of cigarettes.

The action implies future time and the action in the Main Clause depends on the completion of the action in the Conditional Clause. Note that in the Sinhalese sentence only the form of the verb signals English 'if'. In the main clause the verb form is any reasonable form to fit the situation.

The මත් conditional is formed by adding 'ot' මත් to the past verbal adjective. The final vowel of the past verbal adjective is dropped before මත්:

verb-base	past verbal adjective	past-conditional
බල - look	බලුව	බලුවොත්
ය - go	ගිය	ගියොත්
ගෙ - bring	ගෙනාව	ගෙනාවොත්

PAST PARTICIPLE

Simple Present

යනවා

go

එනවා

come

දෙනවා

give

බලනවා

look/read

ගන්නවා

take/buy

භනවා

eat

බොනවා

drink

කරනවා

do

Past Participle

ගිහිල්ලා/ගිහිං

ඇවිල්ලා/ඇවිත්

දීලා

බලලා

අරගෙන/අරක්

කාලා

බිලා

කරලා

I. Participle sentences

A past participle without another verb may form the predicate of a sentence. The implication is generally that the action has been completed, so that the usual English equivalent is the perfect (i.e. 'has gone'). In this usage, the subject of the participle sentence will be in the third person.

Structure: S (3rd person) + Past Participle

මහත්තයා ගෙදර ඇවිල්ලා.

The master has come home.

එයා රේඩියෝ එකක් අරගෙන.

He has bought a radio.

In such patterns the verb

- (a) Relates to a period of time preceding, but continuing up to the present.
- (b) The action indicated by the verb is relevant to something observable in the present.

II. Past Participle of Involitive Verbs

In Predicative use the Past Participle of Involitive verbs expresses the state or condition resulting from the action indicated by the verb:

e.g. කැඳිලි පැහිලා

The kingcoconuts are ripen.

සුදුව තැටිලා
The chair is broken.

තෘමජේ තෙමිලා
The room is wet.

Volitive Verb: expresses an action performed with the will of the doer.
Involitive Verb: expresses an action that is performed without the will of the doer.

III. PAST PARTICIPLE as "and"

A common use of the Past Participle form of the verb is to connect a number of verbs in sequence. The final verb in the series is the main verb. The main verb will be in the form demanded by the sense.

Structure: Vi Vn (past Participle) + Main verb

එයා කාලා බිලා ගෙදර ගියා
She ate, drink and went home.

ලැරි හේ බිලා පත්තජේ බලලා වැඩට යනවා.
Larry drinks tea, reads the paper and goes to work.

මං මේ පොත ගෙදර ගෙනියලා කියවලා දෙන්නං.
I'll take this book home, read and give it to you.

IV. PAST PARTICIPLE + දෙනවා

Past participle of certain Volitive Verbs + දෙනවා has the meaning 'perform the action of the past participle for someone else'. The person for whom the action is performed, if expressed, is in the dative.
The whole complex verb acts as a single verb, with දෙනවා in whatever form the sentence requires.

e.g. මං කර්කක් කරලා දෙන්නං.

I'll make (you) a curry.

එයා මට උයලා දෙනවා.

She cooks for me.

බයා එයාට කේක් එකක් කරලා දුන්නද?

Did you make a cake for him?

මට මේ ලියුම සිංහලෙන් ලියලා දෙන්න සුදුවන්ද?

Could you write this letter in Sinhala for me?

V. PARTICIPLE vs. PERFECT SENTENCE

The present perfect may indicate that one has had the experience of doing something at some time in the past. In this usage, the subject may be first, second, or third person:

e.g. මං කොළඹ ගියිං තියෙනවා.
I have gone to Colombo (I've been there).

ඊයා සිංහල චිත්‍රපට් බලලා තියෙනවා.
He has seen Sinhala movies (He has had experience).

VI. PAST PARTICIPLE with කොට (when)

With කොට (when) clause expressed or implied, a past participle sentence implies an action completed prior to that of the කොට clause, and thus equates with an English past perfect (i.e., 'had gone'gone'). In this usage, the subject may be any person, first, second, or third:

e.g. ඔයා එනකොට මං කුඩර ගිහිල්ලා.
When you came, I had gone to Kandy.

මං ගෙදර යනකොට ලොරා ඇවිල්ලා.
When I went home, Laura has come.

VERBAL NOUNS/GERUNDS

Verbal nouns are formed by adding එක to the verbal adjective. The verbal adjective is formed by adding න to the stem of the verb or omitting ලා from the present tense verb.

E.g.

Verb Stem +	න	=	Verbal Adjective
ය	+	න	= යන
බෝ	+	න	= බොන

E.g.

Present tense verb -	ලා	=	verbal Adjective
යනවා	-	ලා	= යන
බොනවා	-	ලා	= බොන

A major function of a verbal adjective is to form verbal nouns or gerunds by adding එක

- E.g.
1. සිගරට් බොන එක හොඳ නෑ.- Smoking is not good.
 2. එළවළු වගා කරන එක ලේසියි.- Growing vegetables is easy.

In conversation verbal nouns function as regular nouns so that they inherit all the different noun cases.

- E.g.
1. මං සිගරට් බොන එකට කැමති නෑ.
I don't like smoking.
 2. බැංකුවට සල්ලි දාන එකෙන් වාසි හුණක් තියෙනවා.
There are lots of advantages by depositing money in a bank.

Note the difference between the verbal adjective and the verb infinitive.

<u>Verbal Adjective</u>	<u>Verb Infinitive</u>
බොන	බොන්න
යන	යන්න

II. VERBAL ADJECTIVES AS REGULAR ADJECTIVES

Another function of the verbal adjective is qualifying the noun with an action.

- E.g.
1. ඒයා හැමදාම බොන මිනිසෙක්
He is a person who drinks everyday.
 2. බුරුන බල්ලා හපන්නේ නෑ.
The barking dog never bites.

3. මව පොත දුන්න එක්කෙනා ලොකර් කෙනෙක්.

The person who gave me the book is a lawyer.

In some cases the verb of the verbal adjective becomes intransitive.

E.g.

1. කළඹංගෙන් කම්බුවෙහි ලාබේ මදි.

The profit one gets from chickens is not enough.

2. ඉතුරු වෙත සල්ලි වලට කරන්නේ මොනවද?

What do you do with the money that one gets as the balance.

3. දවසකට වියදම් වෙත ගාත කොට්ටරද?

How much money does one spend per day.

INVOLITIVE VERBS

Volative Verbs			Involative Verbs		
Present Tense	Past Tense	Past Participle	Present Tense	Past Tense	Past Participle
කඩිනවා break	කැඩුවා	කඩලා	කැඩෙනවා	කැඩුනා	කැඩිලා
වේලිනවා dry	වේදුවා	වේලලා	වේලෙනවා	වේදුනා	වේදිලා
පුර්විනවා burn	පිට්ටුවා	පුර්වලා	පිට්ටෙනවා	පිට්ටුනා	පිට්ටිලා
පුර්විනවා fill	පිරෙව්වා	පුර්වලා	පිරෙනවා	පිරුනා	පිරිලා
මරනවා kill	මැරුවා	මරලා	මැරෙනවා	මැරුනා	මැරිලා
තම්බනවා boil	තැම්බුවා	තම්බලා	තැම්බෙනවා	තැම්බුනා	තැම්බිලා
වඩිනවා cultivate	වැඩුවා	වඩලා	වැඩෙනවා	වැඩුනා	වැඩිලා
උණුකරනවා boil (water)	උණු කෙරුවා	උණුකරලා	උණු කෙරෙනවා	උණු කෙරුනා	උණු කෙරිලා
අඩිනවා cry	අඩුවා	අඩිලා	අඩිනවා	අඩුනා	අඩිලා
මතක කරනවා remind	මතක කෙරුවා	මතක කරලා	මතක වෙතවා	මතක වුනා	මතක වෙලා
වට්ටිනවා drop	වැට්ටුවා	වට්ටලා	වැට්ටෙනවා	වැට්ටුනා	වැට්ටිලා

REPORTED SPEECH

STRUCTURE- Main Clause + Noun Clause + කියලා

kiyē la - කියලා

'Kiyē la', 'කියලා', the past participle of 'kiyē nōwa', 'කියනවා': 'tell, call', has some special uses not shared by other past participles. One use is in repeating what someone else has said. Here it is used along with 'කියනවා', and follows the repeated statement:

kiyē nōwa - කියනවා

Subject (Dative) + කියනවා

තෝනා මට කිව්වා සල්ලි දුන්නා කියලා

ahanē wa - අනනවා

Subject (Instrumental) + අනනවා

තෝනා මගෙන් ඇහුවා සල්ලි දුන්නද කියලා

In these sentences it is permissible to leave out කියලා though it is more customary to use it:

තෝනා සල්ලි දුන්නා කිව්වා

තෝනා සල්ලි දුන්නද ඇහුවා

hitē nōwa/dannē wa/teerēnē wa

You can also express what you think what you know or what you understand in the form of reported speech using the 'kiyē la' structure.

මං හිතුවා මයා අද එයි කියලා

මං දැනගෙන හිටියා එයා දිනනවා කියලා

මට තේරෙනවා එයා හට්ට්ටරයි කියලා

'lu' - it seems 'g'

The form 'lu' has the meaning 'it seems that' and is added at the end of any clause dependent upon it. When added to **කු** and **බැ** they take the form **කුහි** and **බැහි** respectively.

මහත්තෙය ගෙදර.

The master is home.

මහත්තෙය ගෙදරදු.

It seems that the master is home.

ලමය කඩේ උන්නා

The boy was in the shop.

ලමය කඩේ උන්නාදු.

It seems that the boy was in the shop.

ලමයාට යන්න බැ.

The boy can't go.

ලමයාට යන්න බැහිදු.

It seems that the boy can't go.

සෛද්ධි - Phrases

කොට්ටඩ	- cannot do anything/helpless
අයිස් ගහනවා	- breaking ice
වැට්ටඩ	- on the fence
වැඩේ බකල්	- got stuck
පරිප්පු කෑවා	- blew it/ate it
මලුව අවුල්වෙලා	- confused/mixed up
යකාගේ වැඩක්තේ	- it's a hell of a thing
යකා නැගලා	- got angry
කෑකෑලෙක්	- womanizer
සෙවලයෙක්	- womanizer
මතමාලකම	- flirting
බොරු සෝභනේ	- pretending
හරි සවුත්තුව	- big shame/got embarrassed
ඉල්ලං කනවා	- asking for trouble
තරු පෙනුනා	- saw the stars
මයා දන්න කෙහෙල්මල	- What do you know?
මයාගේ වැඩක් බලාගන්න	- mind your own business
මල සමයං	- ridiculous
විකාරයක්	- absurd
වැඩේමයි	- who cares?
නහයෙන් අඩනවා	- wimp

GRAMMAR STURUCTURES

1. S + Noun Case (instrumental)
මං අමරිකාවෙන්(ං)
2. S + Noun Case (instrumental) + ද
ඔයා එංගලන්තොද?
3. S + Noun Case (instrumental) + තෙමෙයි
මං එංගලන්තො තෙමෙයි
4. Noun Case (Genetive) [animate nouns]
මයෙ/ඔයාගෙ/අපිමගෙ/ඔල්ලගෙ/
5. N = N
මගෙ තම කිම
6. N = N + ද?
ඔයාගෙ තම මේරිද?
7. N = N + තෙමෙයි
මගෙ තම මේරි තෙමෙයි
8. N = N + Q.W?
ඔයාගෙ තම මොකද්ද?
9. N = N
මම ගුරුවරයෙක්
10. N = N + ද?
ඔයා වූවරිස්ට තෙතෙක්ද?
11. N = N + තෙමෙයි
මම වූවරිස්ට තෙතෙක් තෙමෙයි
12. N(English) [singular] + එකක්/එක

Chair එකක් - a chair
 Chair එක - the chair

13. Verb (English) + forms of කරනවා
 teach කරනවා/කෙරුවා/කරලා/කරන්නෙ කු/කෙරුවෙ කු

Adjectives

14. N + Adj + යි
 වැඩුණු ළමයා
15. N + Adj + (යි) ද?
 වැඩුණු ළමයාද?
16. N + Adj + කු
 මුසුණු ළමයා කු
17. S + Adj + N (N=N)
 එයා දක්ෂ ගුරුවරයෙක්
18. S + Adj + N + ද? (N=N + ද?)
 ඔහු දක්ෂ ගුරුවරයෙක්ද?
19. S + Adj + N + නෙමෙයි (N=N + නෙමෙයි)
 සමත්තා දක්ෂ ගුරුවරයෙක් නෙමෙයි
20. S(Dative) + Adj (Emotional states) + යි
 මට මහත්සිසි
21. S(Dative) + Adj (Emotional States) + (යි) ද?
 මට මහත්සිසිද?
22. S(Dative) + Adj (Emotional States) + කු
 මට මහත්සිසි කු

23. S(Dative) + Adj (Emotional States) + Q.W?

මහා මනස ඇයි?

Comparisons

24. N(Dative) + වැඩි N + Adj + පි

නුවර වැඩි කොළම රස්තෙයි

25. N(Dative) + වැඩි N + Adj + (පි) ද?

නුවර වැඩි කොළම රස්තෙ(පි)ද?

26. N(Dative) + වැඩි N + Adj + නෑ

නුවර වැඩි කොළම පිත්ත නෑ

27. N(Dative) + වැඩි N + Adj + Q.W?

නුවර වැඩි කොළම රස්තෙ ඇයි?

VERBS

PRESENT TENSE

28. S + O + Verb(Present)

මම නුවර වැඩ කරනවා

29. S + O + Verb(Present) + ද?

මහ නුවර වැඩ කරනවද?

30. S + O + Verb (Present Emphatic) + නෑ

මම මාතලේ වැඩ කරන්නෙ නෑ

31. S + Verb (Emphatic) + Q.W?

ඔයා වැඩ කරන්නෙ කොහෙද?

PAST TENSE

32. S + O + Verb (Past)

හිලක්කි ගෙදර ගියා

33. S + O + Verb (Past) + ද?

නිලක්ති ගෙදර ගියාද?

34. S + O + Verb (Past Emphatic) + නෑ
නිලක්ති කවේ ගියේ නෑ

35. S + O + Verb (Past Emphatic) + Q.W?
නිලක්ති කවේ ගියේ ඇයි?

PAST PARTICIPLES

36. V1(PP) + V2(PP) + Main Verb
මම වවුමට ගිහිල්ලා පොතක් අරගෙන ගෙදර ගියා

37. V1(PP) + V2(PP) + Main Verb + ද?
මම වවුමට ගිහිල්ලා පොතක් අරගෙන ගෙදර ගියාද?

38. V1(PP) + V2(PP) + Main Verb (Emphatic) + නෑ
මම වවුමට ගිහිල්ලා පොතක් අරගෙන ගෙදර ගියේ නෑ.

38. V1(PP) + V2(PP) + Main Verb (Emphatic) + Q.W?
මම වවුමට ගිහිල්ලා පොතක් අරගෙන ගියේ කොහෙද?

INFINITIVE FORM OF THE VERB

39. V(Infinitive) = Imperative form
යන්න

40. V(Infinitive) + එපා [Prohibit]
යන්න එපා

41. V(Infinitive) + ද? [Asking for permission] *only 1st person
යන්නද

IRREGULAR VERBS

42. S(Dative) + N(inanimate, indef) + ගියෙහවා
මට කැමරා එකක් ගියෙහවා

43. S(Dative) + N(inanimate, indef) + තියෙන්නවද?
මහාට කාර් එකක් තියෙන්නවද?
44. S(Dative) + N(inanimate, indef) + තෑ
මම කාර් එකක් තෑ
45. S(Dative) + N(animate, plural) + ඉන්නවා
මම මල්ලිලා ඉන්නවා
46. S(Dative) + N(animate, plural) + ඉන්නවාද?
මහාට තංගිලා ඉන්නවද?
47. S(Dative) + N(animate, plural) + තෑ
මම තංගිලා තෑ
48. N (inanimate) + තියෙන්නවා
යානි තියෙන්නවා
49. N (inanimate) + තියෙන්නවාද?
යානි පිටි තියෙන්නවද?
50. N + තියෙන්නේ (Q.W)?
බැංකුව තියෙන්නේ කොතෙද?
51. N_i N + Post Position තියෙන්නවා
බැංකුව, ඉස්පිරිතලෙ ඉස්සරහ තියෙන්නවා
52. N (inanimate) + තෑ
යානි පිටි තෑ
53. N(animate) + ඉන්නවා
යාලි ඉන්නවා
54. N(animate) + ඉන්නවාද?
යානිල ඉන්නවද?
55. N(animate) + තෑ

තපිල කෑ

56. S + ඉත්තෙ Q.W?

ඔහු ඉත්තෙ කොහෙද?

57. S + N(Genitive) + ඉත්තවා

ම. සේනානායකගේ ඉත්තවා (කොළඹ, නුවර, මාතර, මාතලේ, කුරුණෑගල, වැලිමඩ)

IRREGULAR VERBS - සිත

58. S(Dative) + O + සිත

මට තේ සිත

59. S(Dative) + O + සිතෙද?

ඔහුට තේපි සිතෙද?

60. S(Dative) + O + එයා

මට තේපි එයා

61. S(Dative) + සිත Q.W?

ඔහුට සිත මොනවද?

PRONOUNS

	I	YOU	WE	SHE/HIE	THEY
Direct	මං මම	ඔයා	අපි	එයා	එයාලා ඒහොල්ලෝ
Dative (to- for)	මට	ඔයාට	අපිට	එයාට	එයාලට ඒහොල්ලට ඒහොල්ලන්ට
Genitive (Possessi ve)	මගේ	ඔයාගෙ	අපේ	එයාගේ	එයාලගේ ඒහොල්ලගේ ඒහොල්ලන්ගෙ
Instrume ntal	මගෙන්	ඔයාගෙන්	අපෙන්	එයාගෙන්	එයාලගෙන් ඒහොල්ලගෙන් ඒහොල්ලගෙන්

	INFINITIVE	PRESENT TENSE	PRESENT EMPHATIC	PAST TENSE	PAST EMPHATIC	PAST
ask	අහන්න	අහනවා	අහන්නෙ	ඇහුවා	ඇහුවෙ	අහලා
bring	ගෙනින	ගෙනවා	ගෙනිනෙ	ගෙනාවා	ගෙනාවෙ	ගෙනලා
buy/take	ගන්න	ගන්නවා	ගන්නෙ	ගත්තා	ගත්තෙ	ගත්තලා
come	එන්න	එනවා	එන්නෙ	ආවා	ආවෙ	ආවලා
cook	උයන්න	උයනවා	උයන්නෙ	ඉට්වා	ඉට්වෙ	උයලා
do	කරන්න	කරනවා	කරන්නෙ	කෙරුවා	කෙරුවෙ	කරලා
eat	කන්න	කනවා	කන්නෙ	කෑවා	කෑවෙ	කෑලා
get in	තගින්න	තගිනවා	තගින්නෙ	තැග්ගා	තැග්ගෙ	තැග්ගලා
"	ගොඩවෙන්න	ගොඩවෙනවා	ගොඩවෙන්නෙ	ගොඩග්ගා	ගොඩග්ගෙ	ගොඩග්ගලා
get off	බගින්න	බගිනවා	බගින්නෙ	බැස්සා	බැස්සෙ	බැස්සලා
give	දෙන්න	දෙනවා	දෙන්නෙ	දුන්නා	දුන්නෙ	දුන්නලා
go	යන්න	යනවා	යන්නෙ	ගියා	ගියෙ	ගියලා
has / have		ඉන්නවා	ඉන්නෙ	ගිටියා	ගිටියෙ	ඉදලා
is / are		තිසෙනවා	තිසෙන්නෙ	තිබුනා	තිබුනෙ	තිබලා
hit	ගහන්න	ගහනවා	ගහන්නෙ	ගැහුවා	ගැහුවෙ	ගහලා
hope	බලාපොරොත්තු වෙන්න	බලාපොරොත්තු වෙනවා	බලාපොරොත්තු වෙන්නෙ	බලාපොරොත්තු උනා	බලාපොරොත්තු උනෙ	බලාපොරොත්තු වෙලා
keep / place	තිසන්න	තිසනවා	තිසන්නෙ	තිබ්බා	තිබ්බෙ	තිසලා
listen	අහගන්න	අහගනවා	අහගන්නෙ	අහගත්තා	අහගත්තෙ	අහගත්තලා
live / stay	ඉන්න	ඉන්නවා	ඉන්නෙ	ගිටියා	ගිටියෙ	ඉදලා
look	බලන්න	බලනවා	බලන්නෙ	බැලුවා	බැලුවෙ	බලලා
learn	ඉගෙනගන්න	ඉගෙනගනවා	ඉගෙනගන්නෙ	ඉගෙනගත්තා	ඉගෙනගත්තෙ	ඉගෙනගත්තලා
make	හදන්න	හදනවා	හදන්නෙ	හඳුවා	හඳුවෙ	හදලා
meet	හමුවෙන්න	හමුවෙනවා	හමුවෙන්නෙ	හමුව්ගා	හමුව්ගෙ	හමුව්ගලා
play	සෙල්ලංකරන්න	සෙල්ලංකරනවා	සෙල්ලංකරන්නෙ	සෙල්ලංකෙරුවා	සෙල්ලංකෙරුවෙ	සෙල්ලංකෙරුවලා
read	කියවන්න	කියවනවා	කියවන්නෙ	කියව්වා	කියව්වෙ	කියව්වලා

	INFINITIVE	PRESENT TENSE	PRESENT EMPHATIC	PAST TENSE	PAST EMPHATIC	PAST PARTIC
reduce	අඩුකරන්න	අඩුකරනවා	අඩුකරන්නේ	අඩුකෙරුවා	අඩුකෙරුවේ	අඩුකරලා
repair	හරිගස්සන්න	හරිගස්සනවා	හරිගස්සන්නේ	හරිගැස්සුවා	හරිගැස්සුවේ	හරිගස්සලා
remind	මතකකරන්න	මතකකරනවා	මතකකරන්නේ	මතකකෙරුවා	මතකකෙරුවේ	මතකකරලා
rub	අතුල්ලන්න	අතුල්ලනවා	අතුල්ලන්නේ	ඇතිල්ලුවා	ඇතිල්ලුවේ	අතුල්ලලා
say	කියන්න	කියනවා	කියන්නේ	කීව්වා	කීව්වේ	කියලා
sit	වාඩ්වෙන්න ඉදගන්න	වාඩ්වෙනවා ඉදගන්නවා	වාඩ්වෙන්නේ ඉදගන්නේ	වාඩ්ඉතා ඉදගන්නා	වාඩ්ඉතේ ඉදගන්නේ	වාඩ්වෙල ඉදගෙන
shut	වහන්න	වහනවා	වහන්නේ	වැහුවා	වැහුවේ	වහලා
sleep	තිදාගන්න	තිදාගන්නවා	තිදාගන්නේ	තිදාගන්නා	තිදාගන්නේ	තිදාගෙන
speak	කතාකරන්න	කතාකරනවා	කතාකරන්නේ	කතාකෙරුවා	කතාකෙරුවේ	කතාකරලා
swim	පිහින්න	පිහිනවා	පිහින්නේ	පිහුවා	පිහුවේ	පිහලා
take	ගන්න	ගන්නවා	ගන්නේ	ගත්තා	ගත්තේ	ගරගෙන
take away	ගෙතියන්න	ගෙතියනවා	ගෙතියන්නේ	ගෙතීව්වා	ගෙතීව්වේ	ගෙතියලා
think	හිතන්න	හිතනවා	හිතන්නේ	හිතුවා	හිතුවේ	හිතලා
teach	උගන්වන්න	උගන්වනවා	උගන්වන්නේ	ඉගැන්වුවා	ඉගැන්වුවේ	උගන්වලා
use	පාවිච්චිකරන්න	පාවිච්චිකරනවා	පාවිච්චිකරන්නේ	පාවිච්චිකෙරුවා	පාවිච්චිකෙරුවේ	පාවිච්චිකරලා
work	වැඩකරන්න	වැඩකරනවා	වැඩකරන්නේ	වැඩකෙරුවා	වැඩකෙරුවේ	වැඩකරලා
write	ලියන්න	ලියනවා	ලියන්නේ	ලිව්වා	ලිව්වේ	ලියලා
wash	හෝදන්න යෝදන්න	හෝදනවා යෝදනවා	හෝදන්නේ යෝදන්නේ	හේදුවා යේදුවා	හේදුවේ යේදුවේ	හෝදල යෝදල
wake up	නැගිටින්න ඇහැරින්න	නැගිටිනවා ඇහැරිනවා	නැගිටින්නේ ඇහැරින්නේ	නැගිටීවා ඇහැරියා	නැගිටීවේ ඇහැරියේ	නැගිට ඇහැර
weigh	(බර) කිරින්න	කිරිනවා	කිරින්නේ	කිරුවා	කිරුවේ	කිරලා
win	දිනන්න	දිනනවා	දිනන්නේ	දිනුවා	දිනුවේ	දිනලා
wipe	පිහිින්න පිහිදාක්ක	පිහිිනවා පිහිදානවා	පිහිින්නේ පිහිදාන්නේ	පිහුවා / පිස්සා පිහිදුමම	පිහුවේ / පිස්සේ පිහිදුමම	පිහලා පිහිදා

POST POSITIONS

about	ගැන	middle	මැද
after	පස්සේ	near	ලග
along	දිගේ	on	ඊඩ
among	අතර	opposite/in front of	ඉස්සරහ
at	දිහා	outside	පිට
before	ඉස්සර	under	යට
behind	පිටිපස්සේ	via	හරහා
between	අතර	with	එක්ක
inside	ඇතුළේ		

Discourse Markers

ee kiyanne
eeka nemey
etakoTə
ehenag
namut
haebaey
eet
itig
ættəda?
ehemada?
tawa
ee wageema
koo balanna
ee unaaTə
eeka hari
ee nisaa
eekay
eeka neennan
ee unat

ඒ කියන්නෙ
ඒක නෙමෙයි
එතකොට
එහෙතො
කමුත්
හැබැයි
ඒත්
ඉතින්
ඇත්තද ?
එහෙමද?
තට
ඒ වගේම
කෝ බලන්න
ඒ උතාට
ඒක හරි
ඒ කියා
ඒකයි
ඒකනේත්තං
ඒ උතත්

I mean ..(that means ..) that is to say
by the way
then (at that time)
then (inthat case , if so)
but
however
but still / but yet
so
is that true
is that so
more ..(and , further)
and also
let me see
but- nevertheless
that's right
therefore, because of that
that's why
that's the thing , that's for sure
even if / even though / although